

DOCTORAL THESIS

How can I develop integrity in practice through the teaching and learning of ethics in management? An action research enquiry

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How can I develop integrity in practice through the teaching and
learning of ethics in management ?
An action research enquiry.

By

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A thesis in partial fulfilment of the requirements for the degree of PhD

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Abstract

This thesis reports on the key elements of an action research study in which I looked at my practice over a three year period of teaching ethics in management in a London university using an action research epistemology. I was concerned about how to effectively teach and facilitate the learning of ethics on undergraduate management programmes, and my main focus was to consider my integrity in practice and thus my praxis as lecturer and researcher.

I have described and explained two action research cycles, in which I established and developed an innovative approach to my practice. I have mapped and evaluated the changes that I put into place to improve my practice.

The thesis shows how I developed reciprocal learning environments in class whereby students could engage critically, both cognitively and emotionally, with ethical dilemmas. I show how students undertook mini action research projects which helped them to develop a voice through questioning their own and others' values. For many students, learning ethics through action research is a profound, transformative and reciprocal process that has its own integrity. I also show how I developed an understanding of the theory of praxis through using integrity in practice within my educational setting as a foundation, principle and guide.

The journey has been a profound and challenging task of self-reflection on my work as a university lecturer. It has changed the way that I see myself as a teacher and it has offered me a deeper commitment towards my practice.

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Chapter 1 – Overview of the thesis

This thesis attempts to capture the key moments in extensive work which took place over a period of eight years. I use a personal tone throughout because this has been a profound and challenging personal journey and I need to have integrity in the way I write as a researcher, much as I sought to establish integrity in my practice as a lecturer. The tone reflects my attempt to capture the lived experience of carrying out a particular form of action research enquiry which I found difficult at times (because it mattered so much) but ultimately profoundly enriching both personally and, perhaps more importantly, for my future practice as an action researcher and as a lecturer in Higher Education.

This chapter introduces the enquiry and gives an overview of the research. It also signposts what happens where in the overall text and the content of each chapter. Throughout the text I flag up terms which I have attempted to define elsewhere and cross -reference to where the discussion of these terms appears in the text. These terms are numerically footnoted as I do below with praxis and integrity.

Overview of my research project

This action research project is a reflective enquiry into my practice as a lecturer in business ethics in a post 1992¹ University in London, in the United Kingdom. The university where I carried out the enquiry is a large multi-cultural former polytechnic offering a wide range of, mainly modular,

¹ Post-1992 Universities came into being as a result of the Further and Higher Education Acts 1992, and these were either former Polytechnics or Colleges of Higher Education.

vocational management degree courses. My area of responsibility was to teach three cohorts of students completing the final year of their honours degrees in, respectively, Hotel Management; Tourism Management and International Hotel and Tourism Management.

The university and context for the research

The University was a major provider of higher education in south London, with a student population of around 18,000, of whom approximately 10,000 study on undergraduate courses full-time, with a further 4,000 studying part-time. The student population was very diverse, with only about one-third of its undergraduate students entering with traditional qualifications. Fifty-seven per cent of new entrants are over 25, and about half the student population originated from ethnic minority communities in south and central London. Further educational institutions were subsequently incorporated, and university status was conferred in 1992. The University was organised into five faculties, which between them were responsible for the education of over 14,333 full-time equivalent (FTE) students (QAA 2001).

The specialist hospitality, leisure and tourism staff were based in the Division of Leisure and Tourism Industries in the Business School. In 2001 there were 332 FTE students in hospitality, leisure and tourism. The undergraduate provision aimed to offer curricula that reflected current issues, to equip students for a range of work careers, to offer supportive learning environment that addresses the needs of students from diverse backgrounds, a supportive, structured opportunity for students to undertake practical work experience in their chosen field. The general objectives of the course focused on enabling students to: demonstrate personal and transferable skills, including sector-specific skills and knowledge; appreciate the social, economic and cultural context in which

their sector operates locally, nationally and internationally; and knowledge and understanding of management disciplines within the hotel and tourism industries.

The focus of my research was an optional unit in the final semester entitled Ethical Management. This unit was taken by some 130 students over the three years in which I carried out the data collection for that element of my research. Students participated in my research in class and were subject to my observations of lectures and seminars, and I recorded my reflections of the classroom dynamics in a reflective diary as well as on audiotape. Students also completed the University Unit Evaluation Questionnaires for each of the three rounds of attending the unit. A sample of students in Round 2 of teaching the unit voluntarily completed an Integrity Questionnaire², and ten students in Rounds 1 and 2 voluntarily attended focussed interviews exploring their perceptions about their learning.

This reflective enquiry investigates my practice as a teacher of applied ethics and the pedagogical strategies for change which I put in place. I consider the development of my understanding of notions of integrity³ in practice which support my praxis⁴ as an educator. I explore my emerging identity both as a lecturer and as a practitioner-researcher. I map the development of the inquiry through two distinct action research cycles⁵ and make three principal claims to knowledge. I attempt to define two terms in particular: integrity and praxis.

² Appendix 13

³ Chapter 2, Page 50.

⁴ Chapter 2, Page 50.

⁴ Chapter 5, Page 172.

My account of two research cycles focuses on my practice and I consider the learning that my students experienced in the three years of the research. The innovation and changes in practice that I put into place throughout the research are mapped and analysed through in-depth research into and reflection upon the learning experiences of the students. I explore:

- the reciprocal learning environments that were established in the classroom;
- students' critical engagement with ethics;
- the trust and collaborative learning that took place in the peer groups.

The introduction of action research as a means for investigating ethical dilemmas for students within their project work mirrors my own investigation into my practice. I have been particularly guided by the six principles of action research advocated by Winter (1986) throughout this project. I explore the innovations that I introduced in class and how I risked disturbance in the classroom and I balance this by undertaking dialectical and reflexive critique within my work. Notions of collaboration and plural structures have been an important element of my approach, allowing others to have a voice within my research.

My research considers many different aspects of the learning and teaching and identifies a magic dynamic that emerges in all three rounds of the teaching of the unit between 2000 and 2003. The learning dynamic is identified in terms of a passionate and often profound reflective engagement of students in their investigation of an ethical dilemma in business or management. This learning is considered in terms of the cognitive engagement in

class and in terms of the students' affective engagement within the learning process. An exploration of a meaning for integrity in practice is considered in this context

A central feature of the learning that I facilitated was that students were allowed to make their own choices throughout the twelve weeks of the unit. They chose their own ethical dilemma which was of interest to them. They planned and researched the dilemma and they then present their emerging claims to knowledge from having taken some in depth critical analysis and reflection. I offered them the foundation and framework for this process to operate particularly in establishing ethical ground rules for engagement and respect for others in class. I empowered them to take responsibility for their learning as well as their research claims. I facilitated learning in the lectures and seminars which enabled them to practice and understand principles of ethical theory, action research and contextual business ethics issues through mini-case studies, video exercises and general discussions and debates around topical ethical issues.

In their project work, the students were asked to present and justify their research and initial 'claims to knowledge' to a critical peer group in the form of a formal validation session, mid-way through the semester. This process was both challenging and dynamic, in that the student had to justify their claims against assessment criteria that they set themselves. There was evidence to show that the validation process helped students to find a committed 'voice' in relation to their own work, as well as to the ethics of the topic, and the since they were encouraged to engage and reflect on their own values and test those against others perceptions, many were able to engage in learning in depth.

I conducted in-depth interviews with students centred around questions about their perceptions of their learning, their values, and their understanding of integrity within the context of the learning, and these formed the basis of 10 individual student case studies which has supported my research. I have used a range of theoretical perspectives to interpret and analyse the data and cases, and was guided by theories and research from the field of developmental psychology, particularly through the work of Belenky et al (1986). The case studies have been integrated with a wide range of other data that I generated from my own observations and reflections from the classroom, from questionnaires with students, and from diary notes. In my critical analysis of the data, I have identified and analysed a wide range of contradictions that emerged from the analysis. These interesting and complex contradictions, which I have shared within subsequent teaching, formed the basis for my on-going research, and also offered guidance for changing my practice throughout the three year period of the research and beyond.

I investigated and develop three key claims for my research in terms of the learning in this context, my understanding of notions of my integrity in practice, and finally around my understanding of my praxis. I have explained the process of validating my own research through presenting my research to different academic audiences. My exploration of my understanding of my own integrity in practice, which subsequently informed my own praxis, was continually supported by literature and research within the field of action research.

My research has gone some way to opening up the debate on ways of effectively teaching and learning applied ethics in management in the university classroom. The research is original in terms of integrating the question of integrity and virtue as a means for investigating and finding

ways to resolve ethical dilemmas in the management context. This has been developed in order to not only equip the students with the skills, knowledge and understanding of ethics and moral responsibilities, but also, on a deeper personal level, to assist students to develop a commitment towards a moral position through an engagement with the 'self', and to apply integrity through their work. The research has also developed the debate around the learning of ethics for young adults preparing for the challenges of the world of work. The profound and committed engagement of students within my research has demonstrated the considerable untapped potential of students to not only engage in critical intellectual debates, but also to demonstrate their own conviction around the morals and ethics within their challenging dilemmas.

The research has changed the way that I see myself as a lecturer, and I have identified my emerging identity as a committed professional through a continuous process of self-reflection. In the early days of the research process, I recognised myself as naïve novice, however in undertaking the research over a long period, involving students and

significant others collaboratively openly throughout the process, I have identified a profound change in the way that I now abide by a virtuous approach to support my practice, where theory and practice have been internalised.

The journey within my action research has been a profound, invigorating and often challenging exploration of my practice as a teacher and researcher, in my role as a facilitator in the learning of ethics in management, as well being as a researcher in the classroom. I have explored my integrity and the ways that I developed my values within my practice. I have identified how the students became personally involved in reciprocal learning through cognitive and affective engagement in

class. I have explored and questioned my ethics within the research process, and the dangers and risks that I exposed some of the students to in my attempt to develop an innovative learning environment, and in my position of power and responsibility as teacher, researcher and Course Director.

My exploration of this, often used but seldom clearly defined, notion of integrity, was carried out in order to try to obtain a clearer definition of the nature of integrity and its meaning for those involved in the teaching and learning process. Having identified the focus for the research, I then explored how this notion of integrity worked in practice within the educational process of practice and learning. This complex research was undertaken with a continuous process of mapping and reflecting on the interrelationships and boundaries of theory and practice. The exploration of the literature within the research included a review of: the teaching of ethics; the learning of ethics; values education; moral development; business ethics; professional ethics; and finally action research.

The research project has mapped my transition from novice, as a teacher of ethics in management, to being a more committed professional, who is able to develop an understanding, conviction and commitment to the value of integrity in practice. I have questioned the context in which I am placed as a teacher of management in an environment of continual change and massification in higher education. The research brings to the fore an emerging conviction of my own 'voice' in class, as well as with a wider academic community through sharing my research. My focus on praxis, through the action research was punctuated by focussed periods of committed teaching and research, interspersed with periods of considerable personal challenges and barriers in maintaining

momentum and belief within the research process. I continually questioned my understanding of the notion of integrity within my practice and as a result, I developed a commitment to towards action within my practice through the deeper underlying meaning for the research.

The notion of reciprocal learning emerged as a central theme within the research, and this was punctuated by a key critical incident which I described in my journal as a ‘bang’ that occurred in the early stages of the teaching and research. The bang was my sudden realisation of the importance of the engagement with ethics for all in the classroom, and that the questioning of ethics was not just purely a research interest for me, but was of real consequence to the students at this formative stage of their education and development. The reciprocal learning that took place on several levels was between me as teacher, and the students as learners. It was also between learners as peers, and between students with the people involved in their research projects.

The work integrated the question of virtue and integrity in the debate on their learning, as well as gaining their perceptions as to the understanding and the value of the importance of integrity. This was been an iterative and revealing process, which reflected the profound and often committed engagement by all.

This eight year action research project, which primarily focuses on the three years of the teaching and learning of ‘Management Ethics’ on final year management programmes at my university, produced a wide range of data generated from a highly reflective process of continually exploring and reflecting on the teaching, learning and research into my practice. The overall project was developed and mapped through two distinct action research cycles, which were supported by

extensive qualitative data and evidence to support my three emergent claims. The cycles identified how I developed my approach to the teaching and learning of ethics, and mapped the changes in practice and understanding that emerged as a result of undertaking the reflective project.

The research has tracked in detail the planning and implementation and reflection of the learning in the classroom with three cohorts of hospitality and tourism management students, 130 in total who had undertaken the unit. It identified how students, many of whom were from different countries and cultural backgrounds, engaged with the learning, through the exercises and discussions in class exploring their values, ethics, and integrity, as well in the reciprocal learning processes that they took control and ownership of, in their project work. The research identified how I facilitated an environment of learning, in which students were encouraged and made choices throughout their work, in how they applied theories and models of ethics to their own ethical dilemmas, and in how they involved others to develop their own claims to knowledge, through focus groups, interviews and formal validation sessions. Throughout the action research cycles, I reflected on their learning, development and growth that went on in the classroom and the changes that I implemented across the three years of teaching the unit in order to improve to the process and my practice.

I identified a magic and passionate dynamic that emerged in the classroom, both for me as teacher, but also for the students, in the reciprocal learning relationships. This dynamic was different to the technical and sometimes mechanistic approach that I had adopted in my other management teaching. The process encouraged students to voice their values, opinions and perceptions in a safe, yet academically challenging environment. There emerged an environment of mutual trust

and a dynamic which supported the learning, and a high level of commitment and responsibility on the part of students, not only in the way that they undertook their work, but also in their conviction as to the value of their understanding and learning.

The assessed assignment for the unit, 'Investigating an Ethical Problem - A Personal Inquiry', was the main focus of the academic learning for students. In parallel with my action research, the students undertook small-scale, action research projects that required them to identify a concern or dilemma that they may have in relation to the hospitality or tourism industries. Many of the dilemmas involved judging their own integrity against that of others. Similar to my approach to action research, I asked the students to apply principles of action research to their work, identify and put forward their value position in relation to the problem or dilemma, they would then research, test and attempt to apply a critical and ethical approach to their research and literature review.

I reflected on my place as facilitator and role model within this collaborative environment and give support towards the completion of the research. The question of professionalism as role model, which has been addressed by Ottewill (2001:436) in some depth, highlights the shift from subject-based teaching in business education to more of a student-centred learning, and considers the different roles of the lecturer as facilitator as that of exemplar, motivator, expeditor, counsellor, interlocutor and mentor. I recognised my role as having ethical responsibilities, and that my integrity would have a crucial part to play in the dynamics of the classroom.

My research also focused on collaborative practice with my students and significant others which included my PhD supervisors, critical friends and peers, as well as with academic audiences who responded to my work and research, whilst presenting papers at academic conferences and workshops.

I have demonstrated how I have learnt about my own integrity through my engagement with students in their learning, through their perceptions of integrity within their own ethics projects, and interactions with other students. The contributions made by students, both in the class, as well as being respondents within my research, has been an important foundation to the development of my understanding, and I have therefore ensured that their ‘voices’ are made transparent throughout this thesis, in the form of case studies, and anecdotal contributions. Evidence of some profound intellectual and affective engagement with the ethics and learning have been identified.

Examples of some the voices to emerge from the 130 students who undertook the unit across the three years included that of Alexandra, a Bosnian student, who researched the ethics of concentration camps as tourist attractions. She underwent a profound engagement with the ethics from a personal perspective, and was eventually able to propose some important claims to knowledge around being sensitive in marketing these types of attractions, which were validated by her peer group. There was also the case of Kate, who investigated the depiction of women in tourism advertising. Through her participation within my research, she was able to clearly articulate her perceptions of integrity within the context of her work, as well as a principle for her career. Other cases include: Elizabeth a Peruvian student who investigated nepotism; Lars, a Danish student who explored the dilemmas for hotels groups that compromise environmental

performance for profits; Harry, who investigated the use of codes of ethics for tourists in Third World countries; Anna, an Indonesian student who explored the ethics of British complicity in the war in Indonesia and the degrading effect it had on tourism. Other cases included that of James, who investigated workplace monitoring; In Cycle 2, Diane investigated 'Frequent Flyer Fraud'; Heidi researched 'Sex Tourism in Kenya'; and finally Sita investigated 'Honesty and integrity, in the acceptance of gifts in the workplace'.

These ten students shared different perspectives on their learning within the process of undertaking the unit, as well as how their understanding of their values and ethics had changed, and developed an understanding of integrity in the process. There emerged for me a complex and sometimes contradictory range of dilemmas from their perceptions, and these contradictions have been integrated with the overall critical analysis of my research to inform the debate. I have reflected and have offered a commentary on the case studies as well as a range of data throughout the process of the research as part of the overall analysis for my claims.

The process of researching integrity in practice has been developed on several levels of research, practice and reflection. Firstly, I have considered my integrity in practice as a teacher, in the facilitation and development of students' understanding of ethical dilemmas by questioning their values in their prospective roles within management; secondly, the exploration of integrity through the process of empowering the students to question the ethics, to make choices and take control of their learning within their research projects; thirdly, applying principles of integrity in practice and developing a theory of praxis as teacher and PhD researcher, and finding a voice by sharing my emerging research with a wider academic community.

Rationale for my research, my values and integrity defined.

My initial research focus emanated from a real concern about how to effectively teach and facilitate the learning of management ethics in a University classroom. The research focus started from exploring the literature on integrity as the central focal point. When considering integrity in management, the value of judgements made by individuals in their decision-making and their implementation, seemed to be the most important central feature of the whole process. I felt that it was therefore appropriate to focus my research into the teaching and learning of ethics, around the central question of integrity in practice.

I have attempted to construct and develop a meaning for integrity in practice as a teacher in higher education, and question the difficult challenges faced by lecturers. Through my research, I considered and developed an understanding of my different roles, as well as the values that would underpin my practice. I considered how integrity offered both a focus for the research, as a basis for action within the research process, that integrity was a process of engaging with and applying a virtuous approach to guide my practice and develop an understanding of my own professional and personal praxis.

My aims, objectives and research questions

The focus for my research emerged early within the progress of my PhD research programme. Since I wanted to investigate notions of integrity both on my part as a teacher, but also for the students, I developed my research objectives and research questions over the first two years of the project, and these were as follows:

My research objectives:

- To undertake a small-scale action research project investigating my integrity and professional practice as a lecturer and teacher of ethical management in higher education.
- To critically analyse the learning of ethical management by students in relation to personal integrity.
- To develop an effective and creative approach to the learning of ethical management through mini action research projects and live case studies.

The main research questions which underpinned the concern:

- What is integrity and what part does it play in the development of professional practice in the teaching and learning of ethical management ?
- How do students learn in the context of studying and researching ethical management and what is the relationship with personal integrity ?
- How can I facilitate an effective and creative approach to learning ethical management which develops an understanding of personal integrity through action research?

My research focus was therefore both practical in terms of the process of management of the day-to-day pedagogy in delivering the syllabus and curriculum and theoretical in terms of developing an understanding of integrity and a theory of praxis through my research. My desired outcome was to create an effective and creative approach to the learning of ethics which develops a student-centred approach in order to facilitate development of the 'whole person' (Best 1996).

I adopted action research because it offered a structure for undertaking the research that would engage my values, and help me to grow in self-awareness, in terms of professional skills, as well as for a social transformation (Noffke 2002:20). I also applied action research, because of its democratic principles and positive, collaborative intent to improve practice, and as a way of living my own values in practice (Whitehead 1989), in that it was informed and committed (McNiff 1996).

I continually questioned the meaning of integrity within the temporary, and somehow artificially constructed environment of modular learning in Higher Education. My aim was to explore notions of integrity, ethics and virtue in an environment of trust, reciprocal interaction and learning, whilst questioning the 'self' in relation to the emerging problems, dilemmas and contradictions.

Identification of the problem within the context of teaching ethics in Higher Education.

As a teacher of 'Ethical Management' in a university, I was concerned that students who graduate on management courses should be, not only aware of ethical issues (Kidder and Bloom 2001) that are likely to confront them in business and management, but also should be able to develop an understanding of the nature of their own personal integrity in making judgements in relation to their role, as well as to the decisions that they will make in management and leadership roles.

As a lecturer in higher education, I started to address questions of integrity in practice, and I became aware of wider questions around personal and professional identity for lecturers in higher education. MacFarlane (2004) identified in detail the complex reality of being a university lecturer, and the changing nature of modern Higher Education. He highlighted the significant ethical challenges that teaching academics are confronted by. He considered the power and professional responsibilities of the university teacher, and proposed an active development of professional 'virtues' as an alternative to more bureaucratic reactions to the changing nature of higher education. This virtue ethics approach corresponded to my approach to researching and applying principles of integrity.

The changing nature of the role of the teacher in higher education has therefore been considered. Walker (2001) discussed the increasingly dominant management trends in higher education, as well as broader political and social inequalities. Walker also identified that in the UK there is a trend towards 'training' in HE with a particular focus on skills and objectivity, and that education is becoming a 'technical discourse' developing only surface learning. MacFarlane (2004) also

highlighted an issue of the ‘pedagogical gap’ between the technique-led literature on teaching and learning in higher education and books and articles focusing on the broader social, political and economic and ethical context of higher education. He argued that this phenomenon was in danger of divorcing ethics from the educational and professional development of the university lecturer.

By the time I had started my research, I had been a lecturer for some seven years in the further and higher education sector, but was aware of the considerable pressure on academics in terms of changing roles and identities. Walker (2001), similar to MacFarlane, questioned issues of professional identities and asks ‘what kind of academic and teachers were we and could we be?’ and asked the questions ‘What were our purposes and values as teachers in higher education ?’. She identified the shift away from the ‘nuanced subtleties of the language of possibilities’ to the ‘language of markets’, and questions ‘where is the activist academic identity now in a changing world shaped by the aridity of a marketised civil society’.

Ethics in management

Ethical issues can be difficult and complex to understand and resolve, yet undergraduate management education often avoided dealing with the ethical in the business syllabus.

Educationalists, as well as managers in industry often choose to adopt an amoral stance on ethical issues, citing that the primary objective of business is financial and anything that distracts from that should be avoided. There has been an emphasis in management education that the manager’s primary obligations and duties are therefore to meet those objectives. Approaches taken to the teaching of Business Ethics in Business Schools have tended to focus on raising awareness and

then engaging students in case study analysis of specific issues requiring them to come to a critical analysis of the ethical issues at stake. Seldom do these approaches address the personal values and attitudes and beliefs of students themselves.

Ongoing high profile ethical dilemmas in business and management, such as the case of the Enron scandal have forced business and Business Schools alike to address questions of ethics. Corporate social responsibility programmes and ethics training and teaching (predominantly in the USA) have been introduced in an attempt to ensure legal compliance through, for example, Codes of Ethics. These initiatives primarily have been developed to protect the organisations, but do not necessarily to focus on the conduct or character of the individuals themselves.

The role of a manager has proved to be highly complex and contradictory, in that managers have had to balance the needs of many different stakeholders in trying to achieve their goals. My research has therefore explored how my management student engaged with some of these complex dilemmas as well as with the ethics of their own thinking, how they view themselves and engage with their values when making decisions, and the subsequent actions that they take within this process.

The classroom was therefore the forum for challenging those judgements and exploring the ethics. I felt strongly that the learning should have credibility and integrity, and one way of facilitating this was to allow students to deal with intellectual and critical analysis of decision-making in terms of their own feelings, opinions, attitudes and dilemmas and their affective engagement with the ethics as well as their values. There were however dangers of getting students to engage and

open up in relation to the affective, hence I have explored the importance for me to establish and articulate ethical ground rules and principles, to set an environment whereby people would be safe to engage in open, ethical discourse without fear of recrimination or reprisal, either from other members of the group, or from the teacher in terms of their position as assessor of their course of study.

The research focus and action research cycles

My decision to choose action research was taken with the principal aim of looking to improve practice within the workplace through practitioner research, good professional practice, and research as a contribution to knowledge and research as professional development (McNiff et al. 1996). I was familiar with action research as an epistemology having completed an action research project for my Masters Degree in Education at Kingston University (Bohane 1998) whereby I had recognised the value of enhancing a collaborative environment for learning. I wanted therefore to offer the students the opportunity to apply an action research approach within their project work as well in parallel to my research.

I researched their engagement with the learning process, in how they applied themselves to the ethical issues, engaging with both cognitive and affective capabilities in their consideration of courses of action, and in the ways that they critically analysed the dilemmas to propose a resolution to the dilemmas through collaboration with others. I considered the students' development and was especially informed by developmental psychology theory especially through the work of Perry (1970), Belenky et al (1986), and Baxter Magolda (1992) who had researched the development of young adults in college settings.

Research claims

I have developed three key claims from the research as follows:

Claim 1 – I have developed an understanding of the theory of praxis through using integrity in practice within my educational setting as a foundation, principle and guide.

Claim 2 – Learning ethics through action research, is a profound, transformative and reciprocal process that has its own integrity by empowering students to develop a ‘voice’ in the classroom.

Claims 3- Research and reflection on practice as a teacher of ethics has enabled me to develop an understanding of what integrity means in practice.

Challenges within the project

The use of action research was a highly challenging, yet empowering approach in researching my integrity in practice. The research was personally problematic in terms of managing the sheer volume of data, and keeping focussed on the central notion of integrity in practice, learning and my praxis. My approach to facilitating learning in class has not always been successful for all students. Many dilemmas emerged within the analysis of my research using Winter’s (1982) ‘Dilemma Analysis’. Although there was richness both in the data, as well as within many of the students’ projects, the focus on integrity as a core value has been problematic. The more I researched all the different perspectives on integrity, the more complex and contradictory the dilemmas became. I did however recognise that the complexity within the dilemmas were becoming an important source of knowledge within the research. The research became a profound,

personal journey, and through constantly questioning my own integrity and understanding of integrity within the process, I was able to develop some meaningful claims to knowledge.

The positive dynamic that was to emerge in the classroom was not easily transferred to paper. Throughout the research program, whilst questioning my own integrity, I encountered considerable personal barriers that prevented me from progressing with the research. It was, however the collaborative process of working with my students within my pedagogical research, and sharing my research with colleagues, supervisors and peers in the academic community, that allowed me a start to develop a voice for my research, as well as an identity in my new role. It also allowed me to understand the value of investigating and realising a meaning for integrity.

Summary of the chapters

This chapter has identified the background, rationale, aims and objectives of this piece of research into my practice as a lecturer in Higher Education. It has questioned the notion of the meaning for integrity in practice as a teacher of ethics in management. It has identified the context in which the research took place in a post-1992 ‘new’ university Business School in London. The three central claims to knowledge have been identified here and it gives an overview of the thesis and the way the arguments are organised.

Chapter 2 – A review of the literature on integrity, the teaching and learning of ethics and praxis

Literature on the three central facets of the research project is critically synthesised here. The three facets comprise: a broad overview on literature on integrity in different contexts; secondly, on the teaching and learning of ethics; and finally, literature on praxis.

Chapter 3 Methodology and my approach to action research.

The methodology chapter discusses and explains the action research approach that I have used. I discuss the approach taken to meet my main aims and objectives in line with my research questions. I explore my use and application of an action research epistemology, and explain my experiences of the challenges of undertaking the project. I identify and explain my research plans, show the different data collection methods and analysis techniques chosen including the use of case studies. The chapter ends with my scrutiny of my research ethics within the process, as well as the values that underpin my practice and research methodology.

Chapter 4 - Action Research Cycle 1

This chapter includes a detailed explanation and review of the Action Research Cycle 1, supported by a wide range of qualitative and quantitative data. The data is cross-referenced to the original aims, objectives and research questions to show its value and significance. There is a detailed, analytical and critical account of the development of the investigation at this formative stage of the research.

Chapter 5 - Action Research Cycle 2 and my emerging 'voice' as a teacher/researcher

This chapter has linked Action Research Cycle 1 to the second cycle, Action Research Cycle 2 whereby the research context broadened beyond the classroom in terms of my academic engagement with a wider peer group audience for my work. This second cycle is explained by the data linking back to the original aims and objectives. I identify the changes that I implemented in developing my pedagogy in the context, and reflect on my emerging understanding of my integrity in practice.

Chapter 6 – A meaning for integrity and praxis

In this chapter I present the results and claims to knowledge. The claims are shown to be supported by the analysed data from the two cycles. The chapter shows evidence of the ongoing process of the validation of claims. Evidence of learning and the impact on my learning is presented and demonstrated. Analysis and discussion concerning the significance of the results has also been identified in this chapter. The implications of the study are explored, particularly in terms of thematic interpretations of the development of my understanding.

Chapter 7 – My commitment to teaching and my perceptions of integrity in practice

The conclusion presents a broad overview summarising the key claims and findings from the research. The chapter summarises my understanding and commitment towards integrity in practice, with a recognition of the value of the collaborative and reciprocal support provided by my students and my peers throughout the process. A review of the future direction of the research is considered, as well as the implications that this research offers for the learning of ethics both inside universities and in the management context.

Chapter 2 - Literature Review

Introduction

The purpose of this chapter is to consider and critically analyse the literature which informs my understanding of my three central research questions, namely:

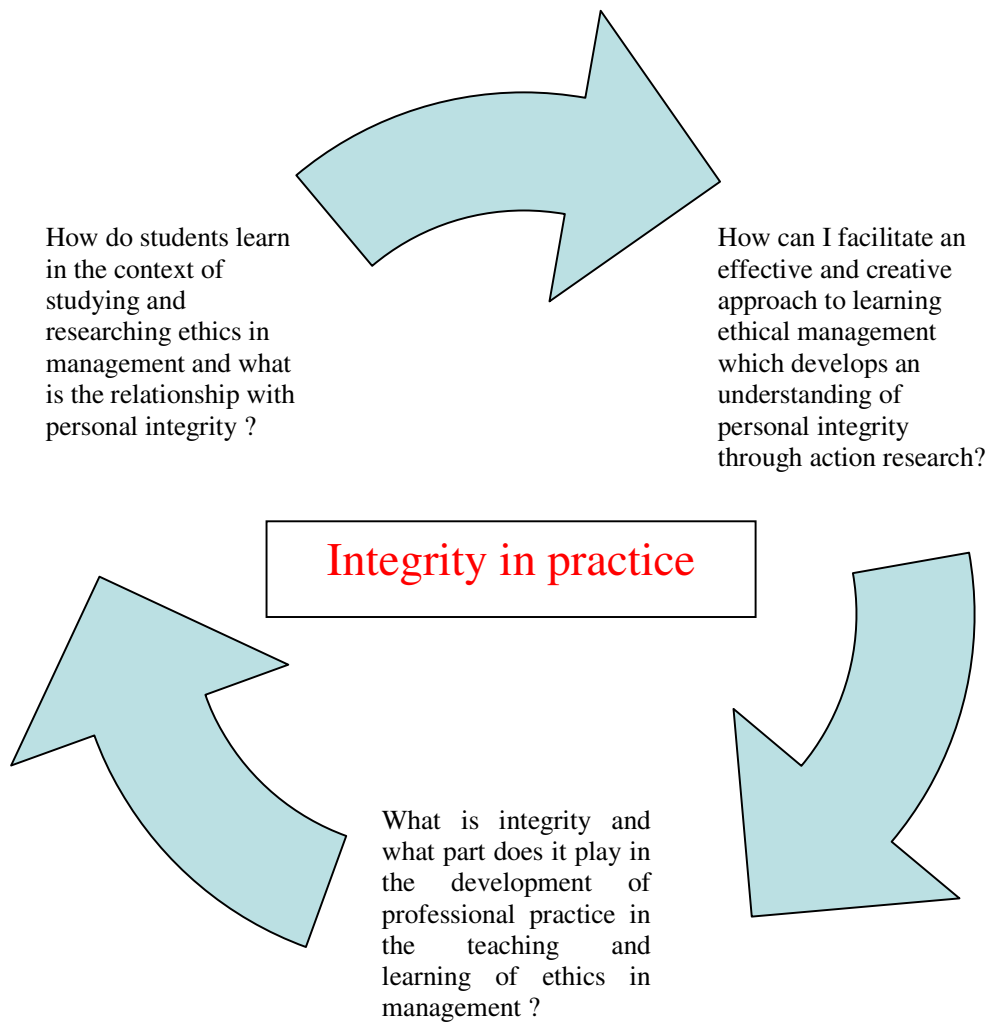
- How can I facilitate an effective and creative approach to learning ethical management which develops an understanding of personal integrity through action research?
- What is integrity and what part does it play in the development of professional practice in the teaching and learning of ethics in management ?
- How do students learn in the context of studying and researching ethics in management and what is the relationship with personal integrity ?

My research asks some questions which are important to me around my pedagogical practice in the teaching and learning of applied ethics in management in undergraduate education. It considers a meaning for integrity in practice in this context. By adopting an action research approach I consider central questions around a meaning and understanding of praxis to achieve self consciousness, of opening up communicative spaces, and critical self-reflection and intervention (Kemmis 2006).

Within this literature I therefore address the three specific research questions (refer Figure 2.1 below). My focus on the teaching of business and management ethics and creative practice in management education considers research into different approaches taken to the teaching and pedagogical practice in the delivery and facilitation of ethics in business and management which in turn inform my practice as a teacher researcher. I also consider a range of theories of learning

which again underpins the central question of how students learn when addressing questions of ethics, morals and values in this specific context of business and management. I address some fundamental questions about the meaning of integrity and consider this concept as a central focus for the whole thesis. I question integrity in practice for the teacher and action researcher, and examine the philosophical underpinning of integrity as a concept to support the research. Notions of integrity in practice are also debated in relation to questions of praxis within professional practice. I will attempt to integrate and synthesise the literature to discuss and challenge key concepts, theories and ideas and this in turn will inform my debate around what it means to act with integrity in practice in the university classroom. I will try to locate my values within the complex and challenging discussion.

Figure 2.1 - Key dimensions of the research



Part 1 - Business ethics and the teaching of applied ethics

Business Ethics

There has been a considerable growth in the literature on generic business and management ethics issues. The extensive and growing literature on business ethics identifies the complexity and challenges of ethics in business and management today. (Chryssides et al 1993; Crane and Matten 2004; De George 1990 & 1993; Di Norcia 1998; D'Sa 1999; Donaldson 1989; Fisher and Lovell 2003; Frederick 2002; Furnham 2004; Green 1994; Hall 1992; Hosmer 1996; Hunt et al 1996; Lane et al 1988; McEwan 2001; Paine 1994; Smith et al 1996; Spiller 2000; Upchurch 1998; Walle 1995; Whitney 1990;). The literature tends to focus on the responsibility of managers and business people when dealing with questions about the organisation's economic performance. The question of integrity as an imperative in the leadership role, has started to emerge in management literature. Simons (1999), for example, explores the behavioural integrity of leaders in the hospitality sector in the US. Peterson (2003) has also undertaken research into perceived leader integrity, and Storr (2004) has undertaken a qualitative study into leading with integrity. Largely they focus on notions of organisational integrity as opposed to personal integrity. Larimer (1997), however, considers that senior executives in corporate America, for example, are often poor models of integrity and high ethical standards, with only a handful of corporations bothering to provide training in ethical conduct.

The teaching of business and management ethics

The corresponding literature on the teaching of ethics on undergraduate courses over the last 20 years is reasonably comprehensive (Boje 2002; Churchill 1982; Clarkeburn 2002; Cragg 1997; Davis 1999; Gandz 1988; Gilbert 1992; Khan and McLeary 1996; Kidder and Bloom 2001; La Forge 1997; Mahoney 1993; McDonald and Donleavy 1995; Moore 2004; Oddo 1997; Paine 1997; Peterson 2003; Piper 1993; Sims 2002; Snoeyenbos 1992). Many of these writers consider the effects of the teaching and learning of ethics in a rather narrow sense without exploring the nature of the learning in depth. Most suggest the application of applied ethics models to decision-making. One of the challenges for the teacher of business ethics is the diverse nature of the management role and the complexity of the business task.

Some of the key questions that emerged for me in the trawl of the literature on the teaching of business ethics include: What is the purpose of teaching ethics? How should we teach students to understand and deal with the ethical dilemmas in a meaningful way? How do we facilitate students to manage the complexity of the subjects, whilst engaging in a reasoned debate? What philosophical underpinning do they require to be able to develop cognitive abilities and what part does an affective engagement play within the learning, particularly in the context of their future role as managers? Should the learning focus on a deontological perspective⁶, on issues of duty, obligations and justice? Should there be more of an emphasis on teleological ethics⁷ focussing on the ends and consequences of actions? Should the learning then be more about the students

⁶ Deontological ethics – refer Fisher & Lovell (2006:108)

⁷ Teleological ethics – refer Fisher & Lovell (2003:123)

themselves in terms of their virtue and integrity as managers? Or should the learning be an integration of all three philosophical perspectives?

Should ethics be taught in undergraduate management education?

In my endeavour to question the teaching of ethics and consider my creative practice in ethics education, it is useful to consider the purpose of teaching ethics and I have therefore included a range of additional questions to widen the debate. Should we be producing students who are moral, ethical and virtuous people who act with integrity ? Or, should we concentrate on developing their cognitive capabilities in terms of knowledge and understanding, as well as skills in the management of technical issues to prepare them for the world of work to pursue their career development in management ?

MacFarlane and Ottewill (2001:10) in their consideration of literature on the aims of business and management undergraduate education consider the tensions between the argument that a study 'for' business tends to dominate the curriculum, against the notion that most courses in reality include applied knowledge and skills, which together can be integrated in what has been termed as liberal vocationalism which includes notions of attitudes as well as of knowledge. Much of the ideology and principles behind undergraduate business and management education, has been dominated by a technicist approach to management which focuses on teaching of the core subjects of marketing, human resource management and finance and accounting, with topics such as business ethics being offered as periphery 'specialist' subjects, often as options as part of the final year of degree programmes.

The subject of ethics, values and morals in business and management, however, has interestingly emerged as an important and growing area of concern within business as a whole. This debate tends to get wrapped up into questions of legal compliance and obligations as a manager. The notion of duty and obligations of managers and business is central to the underpinning philosophy. This has traditionally been led by theories expounded by Milton Friedman who advocated the ideology of “The social responsibility of business is to increase its profits” (Friedman 1970). This philosophy has underpinned much of the management thought that pervades business and management education today and issues of ethics have often been relegated to a narrow question of duty and obligations and legal compliance. This approach avoids questions about the complex nature of the management role, and issues of conflicts of interests that challenge managers in their everyday working lives. Orme and Ashton argue that businesses cannot ignore ethics, but also highlights some of the difficult challenges that ethics training involves (Orme & Ashton 2002:184).

The increased interest in concepts such as corporate social responsibility, which is underpinned by the imperative of the sustainability of business, has emerged in response to the need for greater transparency and openness in business, and also in response to corporations and businesses having to address a wide range of corporate scandals in the UK and the USA in particular (Crane & Matten 2004:39).

Many academics, including Poynter & Thomas (1994) have considered the purpose of teaching ethics in the management syllabus and raise the question of whether ethics can be taught. Gandz (1988:659) argues in response to this that a Business School has a moral obligation to contribute

to the ethical development of students through: awareness; legitimization of ethical component in decision-making; learning to do analysis; and the application of ethical analysis to real and practical business activities.

Gandz (1988:664) also talks about faculties' resistance and nervousness in having to justify their own value system to others, hence concerns over preaching and that the process is both time-consuming and could potentially open a 'Pandora's Box' of ethical dilemmas within university education.

This brings to the fore concerns for me about whether the teaching of ethics should be integrated into teaching throughout a student's education. When it is compartmentalised as a single unit of learning then students may well consider that it may not be of relevance and is detached from other areas of their study. The subjects left out of a curriculum often give a strong indication to students of the importance or otherwise of the subject. Because I am concerned with integrity it is almost inevitable that I believe in a position advocating a more integrated curriculum.

McDonald and Donleavy (1995) highlight the politically sensitive nature of including ethics in the business syllabus, in that although they may raise awareness and sensitivity in students, there is resistance from faculties in wanting or knowing how to address ethics in the syllabus. Sims (2002:8) also observes the considerable scepticism of academics toward the value of teaching ethics in the classroom. He highlights the sceptics' concerns that even though courses that teach ethics may bring students to perceive more of the arguments and complexities that arise in moral issues, this newfound sophistication may simply leave them more confused than ever and quite

unable to reach any satisfactory moral conclusions. This dilemma is developed by Fenwick (2005) who identifies the concerns about potentially 'torn identities', in that students find it difficult to understand the moral imperatives over the business focus. There are clearly potential dangers exposed here in getting students to engage in critical discussions in which they may in turn expose themselves to risk. The concerns expressed by McDonald and Donleavy, Sims and Fenwick bring to the fore the caution that needs to be taken to the endeavour.

I concur with Gandz's (1988:657) argument that the reasons for teaching business ethics rests on a number of arguments around business as an ethical activity. In order for it to be sustainable and retain its freedom to operate, it must retain its own integrity and build public confidence. The negative consequences of failing to deal with ethics issues in business should be addressed as part of the syllabus.

In relation to my question, 'how does one teach ethics?' MacLagan (1994) considers the aims of ethics programmes in management to be to raise awareness and stimulate the moral imagination, to engage in moral reasoning and decision-making, and create environments to support ethical conduct as a personal level. Caplan (1980:138) suggests that a 'serious' course in ethics should attend to at least five general goals: 1. Stimulate the moral imagination⁸; 2. Provide ability to recognise ethical issues; 3 Develop analytical skills; 4. Elicit a sense of moral obligation; and 5. Promote the tolerance of ambiguity and disagreement. He paradoxically highlights the view that behavioural change is not an acceptable pedagogical goal for ethics teaching. This somewhat contradictory reticence to actually consider education as a means for changing behaviour exposes some of the challenges for educators. We can provide an environment in which these issues can be

explored and debated, which engages the cognitive engagement with skills and critical analysis, and which considers moral imperatives, but there is an inference here that it should be left up to the individual to decide how they adopt their understanding and subsequent behaviour.

Clarkeburn (2002), a teacher in undergraduate biosciences, argues that “The acceptable and reasonable aims for ethics teaching are skills-based: ethical sensitivity and moral reasoning. Behaviour/value and virtue/character approaches are rejected”. He prioritises the development of a cognitive engagement, but the resistance to developing virtue is very interesting in my investigation into notions of integrity. Gilbert & Gandz (1992:5) argue that business ethics is taught primarily to increase awareness of ethical aspects of business situations and to improve the level of ethical reasoning. They reinforce the view that no common agreement exists on the nature of business ethics, although he argues that business ethics generally consists of principles of morally right and wrong behaviour and their application to business situations. They observe a widespread perception that unethical behaviour in business is a serious problem. Their focus on the importance of raising awareness and undertaking critical analysis again gives preference towards a predominantly cognitive engagement with ethics. Most approaches advocated rely mainly on the development of students’ cognitive skills and capabilities to analyse and problem-solve (Oddo 1997). These perspectives demonstrate a common pattern for undertaking the pedagogical task of teaching ethics and there is a distinct process for learning, namely developing an awareness through recognition, a critical engagement and judgement in relation to the issues and dilemmas, but also there is an implication that there needs to be some moral engagement within the process.

⁸ Note the same expression used by Maclagen above.

Davis (1999) considers that the practical ethics course has four purposes for students, each focussing on an ethical perspective: to raise sensitivity; to increase the knowledge; to improve the judgement; and to enhance their willpower. He considers that the four purposes share a common assumption, that there are right answers in practical ethics and we can know what they are. The notion of enhancement of willpower implies the development of some commitment to a position on moral grounds. This is interesting for me in terms of how I can develop my own students. Some of the key objectives in university management education are to develop in students the necessary skills, knowledge and understanding of a wide range of management subjects. However when questioning ethics, morals and values will and should come into play. The dimension of the affective is an interesting one here. One can question whether the teaching and learning should be detached and objective, but also what part does emotional and affective engagement play within the issues. Brockbank et al (1998) argue that undergraduate university education seldom addresses the emotional. I will tackle the question of emotions and the affective later on in this chapter⁹ when reviewing questions about the nature of learning for students.

A comprehensive study on the extent to which the teaching of business ethics is integrated in the UK at undergraduate, postgraduate level and professional levels (Cummins 1999) concludes that there was an encouraging growth of business ethics education and this seems to have major benefits in management development. The report claims that around 57% of undergraduate business and management courses offer an option in business ethics, but teachers tend to teach the subject due only to personal enthusiasm as opposed to it being integrated as a central part of the course. This study is useful in determining the breadth of business ethics teaching, however it gives little clue as to how the teaching and learning is undertaken.

⁹ Refer page 78.

The arguments around whether to teach ethics in business are often led by sceptics who cannot envisage positive outcomes from the endeavour, even though they recognise that it is an important issue in business. This may be due to concerns about potential indoctrination of students:

"Just 'giving answers' could incur the danger of indoctrination or dogmatism, or the risk of teachers peddling in their own ideologies or personal idiosyncrasies"

Mahoney (1993:13)

Mahoney subsequently outlines an overview of a syllabus in business ethics that includes corporate responsibility, stakeholder theory, and how business should be conducted ethically within free market conditions.

Oddo proposes an approach for the teaching of business ethics:

" . . .that students should apply their own personal values to business ethical issues in the classroom, thus providing future business leaders with a process for resolving ethical dilemmas".

Oddo (1997:293)

He identifies the conflicting literature and perspectives from academics, that some considered that:

“ . . .ethics and/or morals are learned in early life, and that by the time students reach college, they are either honest or not”.

(ibid. 1997:293)

The sensitive nature of the questions of ethics and their integration into a business syllabus highlights the challenges for academics in pursuing moral questions within business, however clearly there is a general acceptance and value in integrating ethics in this context. Many academics recognise that ethical issues in business and management need to be considered in university education, however there are major concerns about how the learning should take place.

MacLagan (2001) considers the importance of a personal involvement and commitment towards tackling the ethics. This personal element requires judgement and one can therefore consider that here could also be another dimension of engagement beyond the critical that considers the affective, in how someone feels about ethics, especially when considering questions of values.

Teaching ethics through virtues ethics

This then begs the question for me, what approach should be taken to encourage effective learning, and indeed who should teach ethics. Are we purely teaching students to be aware of ethical issues, of their duties and obligations, and to get them to consider the consequences of decisions and actions ? Or are we looking to go beyond this to get students to engage with questions of virtues in tackling ethical dilemmas. Hill (1999) argues that fostering virtues in business students is an approach which legitimates the practice.

Statman (1997:3) offers two clear distinctions in ethical theory between the ‘ethics of virtue’, and secondly ‘an ethics of duty’. In the latter he groups deontological and teleological ethics together, since he considers that these two shared essential characteristics, namely that human beings were bounded by some universal duties; that moral reasoning is a matter of applying principles; and that the value of virtues was derivative from the notion of the right or of the good. He identifies the problems of these concepts of duty and obligation, which have encouraged a legalistic view of morality, as highlighted above. He also highlights the problem that common theories of duty focus more on the happiness of others and fails to recognise the importance of our own happiness.

In considering this question of virtue and virtue ethics education, Statman develops the argument:

“Becoming a good person is not a matter of learning or ‘applying’ principle, but of imitating some models. We learn to be virtuous the same way we learn to dance, to cook, and to play football – by watching people who are competent in these areas, and trying to do the same . . . According to virtue ethics, education through moral exemplars is more effective than education focused on principles and obligations, because it is far more concrete”.

Statman (1997:13)

What should be included in the content of the learning in the management context ?

Many writers advocate the use of theoretical decision-making models and analysis tools. For example Hall (1992) proposes a basic five point test for ethics which encourages a holistic approach to exploring ethical dilemmas. The five point test for ethics is a simple tool for initially exploring an ethical dilemma, by asking the five key questions: ‘Is the decision legal? Is the decision fair? Is anyone hurt by the decision? Is the decision honest? Can one live with

the decision ?’ The five questions should start engaging students in discussions applying three ethical theories: deontological ethics; teleological ethics; and virtue ethics. Di Norcia (1998) proposes a stakeholder analysis approach which aims to identify stakeholders who are directly and indirectly affected by the decisions made by managers. He advocates an approach which assesses and measures the relative risks for the different stakeholder groups identified. Khan and McCleary (1996) adopt a five stage model for ethical decision-making to guide managers through the process of tackling ethical dilemmas. Their model for decision-making which focuses primarily on business objectives, does not fully address the complexity of the management role, especially the contradictions that the courses of action may pose for the manager.

These writers propose different approaches to the application of ethical theory from different philosophical standpoints, but most suggest an integration of consideration of duty, rules and obligations within deontological ethics. They propose a consideration of teleological ethics and the consequences of actions. They consider the virtue of the decisions being made from a virtue ethics perspective, especially questioning the character and virtue of the person involved person.

The teacher of applied ethics and different approaches to teaching applied ethics

In questioning the approach to the teaching of ethics one needs to consider the formal and professional role of the lecturer as leader and co-ordinator of a course of study, as teacher,

facilitator and assessor, and subject specialist with some knowledge of one's audience (Davis 2003:250). Ottewill (2001) reminds us that the tutor continues to make a significant contribution to the students' learning experience, and that the teacher is a professional role model for students to emulate (ibid 2001:438), this is echoed by Statman (1997) who sees the teacher as a moral exemplar. I need therefore to be sensitive to my position of power when facilitating learning, and the issue of teacher as role model is an important factor within the teaching and learning process, as this has implications when showing integrity in practice for students to emulate.

There is also the informal role of the teacher in terms of the ability to manage the dynamics of groups, having the skills to communicate; of enthusiasm and passion for their subject; engaging with all students within a group; establishing a positive learning dynamic in an environment of trust and reciprocal respect and trust, or even establishing a positive relationship with the students.

The question of power is an interesting one when considering engaging students as self-directed learners. How can lecturers on undergraduate programmes encourage students to take ownership for their learning, yet balance that against the constraints of ensuring that they meet specific learning outcomes? Also, when questioning issues such as ethics in management and notions of integrity, how can one pass the power of ownership to the students for genuine learning to take place?

Polonsky (1998) argues that ethical issues should be incorporated into business students' research projects because many of the projects involve human interventions in subject areas such as marketing management, or human resources management. One way of engaging in ethical practice is by adopting an ethical approach to the research itself. It is a way of putting ethical principles into practice. By adopting an action research approach it would encourage them to question their own ethics.

Glass et al (1997) champion two pedagogical methodologies that they claim to be successful in the teaching of business ethics: role-playing and oral debates. The two approaches are founded in the notion that:

“in order to raise students' consciousness about ethical issues, students must be challenged to experience conscious ethical conflicts and to incorporate their own values into problem solving”
(Glass et al 1997:183).

This notion of applying personal values requires the students to adopt a subjective as well as an objective viewpoint.

Davis (1999) suggests the simplest way of bringing professional ethics into the classroom is through the ‘guest lecturer’, an ethicist with knowledge of the relevant profession. She also criticises that approach because ‘the connection it makes between ethics and professional education having a forced look’, and it is ‘weak because students are generally not tested on their understanding of the guest lecture’. An hour is too forced a period to develop understanding and then at the end the subject is dropped never to be discussed again. This issue brings to the fore the limited time available in a busy modular curriculum for ethics, and therefore focuses the teacher on the need on the need to develop a meaningful learning experience.

Another approach proposed by Davis (1999) is the ‘in-house course’, taught by professionals within the teaching team with some knowledge of the principles of ethics. Again the criticism of this as above is that it treats ethics as a distinct field, not as integral to all professional practice. Davis proposes a four step solution to the deficiencies of the approaches listed above and this involves training all teaching staff how to teach ethics so that ethics teaching can be integrated across the curriculum. The book advocates the ‘case method’ as the cornerstone of the teaching of ethics, especially short, focused case studies combines with required supplemental background reading.

“Single-perspective-case allow an instructor to go directly to the specific ethical issue he wants to discuss . . . multi-perspective cases teach students to see ethical issues as coming with an interpretation which need not be accepted”.

Davis (1999:151)

For many writers, the case study is the mainstay for learning engagement. One of the dilemmas for the teacher is which cases and topics to choose as appropriate in the limited time available in a modularised and semesterised system of teaching in a 12 week period. The topics for the case studies are teacher-led, and although students may engage with the cases, one can question how to

develop a sense of commitment towards a moral standpoint within the learning process. Few writers address the possibility of students choosing their own case studies as the focus for their learning.

Interestingly Davis considers that teaching ordinary morality is a pre-college enterprise, perhaps because he considers that values are set at an earlier stage than at college, although this is not fully explained. He considers that the teaching of philosophical ethics is important because of its pedagogical use, and suggests the use of theory to judge the case as opposed to judging the theory itself. Secondly he feels that there is a theoretical use, namely using several theories over time to explain a certain case, and to compare one theory against another. In engaging in applied ethics, especially when considering complex ethical dilemmas, a simplistic engagement with ethical theory seems somehow inadequate.

One of the problems with Davis' book is that there is very little suggested as to how to assess the students, how to address the dilemmas between values espoused and those in practice. It implies that the studying of ethics is an intellectual exercise that can be resolved. There is little consideration for the changing values of the individual, of the complexity of the interaction between the student, their values and the dilemmas themselves. These are areas that I wished to explore within my research.

Sims (2002) in his comprehensive text, *Teaching Business Ethics for Effective Learning*, also raises many questions about the practicalities of teaching and learning of business and discusses different approaches to the teaching of ethics. He stresses the importance of a safe psychological environment for learning, and considers in detail issues of design and facilitation in the classroom.

He emphasises the importance of preparing students for conversational learning and dialogue, with an emphasis on reflection (Sims 2002:195). This focus on reflection mirrors the approach advocated by action researchers.

The role of the teacher in the pedagogical process can also be considered and balanced against the contribution of other students in the class within the learning as well as the assessment process, for example using techniques such as peer assessment. Dochy et al (1999) argue that:

“The combination of self, peer and co-assessment makes tutors and students work together in a constructive way and as a result they come to higher levels of understanding by negotiation in removing the student/tutor barrier and in developing enterprising competencies in students and can lead to greater motivation and ‘deeper’ learning”.
(Dochy et al 1999:344)

Holroyd (2000) however cautions that peer assessment needs careful induction. My adoption of action research for students aimed to encourage and nurture an environment of trust and critical, reflective engagement.

Deep reflective learning and innovative practice

In a paper on the teaching of business ethics, La Forge (1997) considers the pursuit of deep learning for students as an appropriate and important aim within the teaching and learning of ethics. His alternative approach to the teaching of ethics, which is relevant to the debate on the development of the ‘self’ within the learning context, is advocated and practised in Japan by La Forge (1997) in his paper, ‘Teaching Ethics Through Meditation’ in which his goal is to help students to become ethical persons.

His unconventional approach seeks to nurture students with an ethical vision, through firstly leading them through non-discursive meditation to discover themselves as ethical persons. Then, after discovering themselves as ethical persons, they are encouraged to construct their own ethical value system and apply it to their lives.

La Forge suggests that students should be allowed to become aware of the fact that they have a value system. Once achieved the next stage is to help them construct an ethical vision. This brings to the fore for me the importance of the recognition of values within the ethical dilemmas that I asked the students to consider.

There were a number of risks involved in trying to adopt a reflective approach to learning ethics for my students. McDonald (1995) considers that in the Western model of pedagogy students are provided with information about ethics, but are rarely asked to analyse their own behaviour. This is due to scepticism about the practical impact on future behaviour. He proposed an adoption of the approach taken in India of self-reflection and personal transformation, and makes practical suggestions for integrating them into Western teaching practices.

Research into the impact of teaching applied ethics

One needs to question the results and outcomes of the teaching of ethics on students. The teacher clearly wants to meet the academic outcomes within the learning process, but what is interesting in an ethics context is to consider what are the underlying, long-term consequences of the teaching of ethics in management to students.

Borkowski et al (1998) in their meta-analysis of empirical studies conducted between 1985 and 1994 into the ethical development of general and business students came to the conclusion that female students exhibit stronger ethical attitudes than males. The same is also true for older versus younger students. This raises for me the question as to whether there is a difference between the male and female engagement with ethics, and if this is the case, how does one integrate this into a classroom setting. This is particularly relevant for me in view of the large number of women as well as mature students on the courses at the university where the study is based.

In an empirical assessment of the effectiveness of a course in business ethics, Gautschi et al (1998) claim that compared to students who do not complete such a course, students enrolled on a business ethics course experience substantial improvement in their ability to recognise ethical issues.

“ . . .empirical studies to date have failed to establish a basis for concluding that courses in business ethics achieve any pedagogical goals The current study attempts a theoretical foundation for and empirically examining the effects of a course in business ethics on a single goal: enhancement of the student’s ability to recognize the ethical issues of a business setting”.

Gautschi et al (1998:205)

This research focuses on the cognitive abilities of awareness and recognition, although fails to develop question around judgment and integrity in this context.

Glenn (1992) in his paper ‘Can a Business and Society Course Affect the Ethical Judgement of Future Managers?’ concludes that following a four year study of measuring the effect that the teaching of this unit has had on students that it has directed them in a more ethical direction. This rather vague conclusion may be as a result of the resistance to develop the debate beyond awareness.

What is often missing in the discussions around the development to students is their development on a personal level and in particular their values. Glover et al. (1997) however focus their paper on a number of studies investigating the impact of the value honesty/integrity on the ethical decision choice an individual makes, as moderated by the individual personality traits of self-monitoring and private self-consciousness. The main focus of the paper looked at:

“ . . . varying the level of moral intensity and including the influence of demographical factors and workplace values: achievement, fairness, and concern for others on the ethical decision process”.

Glover et al. (1997:109)

This approach makes strides towards considering ethics from the point of view of others, as well as considering complex workplace dilemmas. One of the conclusions that this study came to was that:

“Self-monitoring and private self-consciousness could serve as a basis for determining the extent to which explicit organizational policy is needed to improve ethical behaviour”.

(ibid:116)

The questioning of self-reflection mirrors the underpinning principle of the virtue ethics approach. Poynter and Thomas (1994) in their study of students suggested that students and most of the young people in the study were fully capable of making value-based decisions:

"But their primary hindrances are a lack of experience in making value-based decisions, a lack of comprehension regarding the consequences of their action in society . . . and an inability to articulate their own values in a leadership role."

(Poynter, et al 1994:1)

In this part of the review I have considered a range of issues around the teaching of ethics. I have not considered pedagogical practices in the delivery of a business ethics course, however this will be addressed further in the two action cycles later in the thesis.

Part 2 Integrity in practice and praxis

In this section of the literature review, I address questions around the meaning of integrity in practice as a teacher of ethics in management and an action researcher and the development of praxis within professional practice. Specifically the questions that I address in this section are: What are the underpinning theories of praxis in action research? What does identity mean for the university lecturer in higher education? What are the challenges for the action research practitioner/researcher? What is the relevance of integrity in this context?

In my exploration of my practice as a teacher of business and management ethics, I address and explore the principles of praxis through undertaking reflective action research. The purpose and aims of my research are to investigate my integrity and professional practice as a teacher of applied ethics in higher education. This involves not only considering the process of the improvement of learning and pedagogy in class, but also considers a deeper meaning for identity as a teacher and a meaning for integrity within my professional practice. I consider the use and application of action research in more detail in the following methodology chapter, however I consider below the underpinning ideas of praxis as a principle which underpins my practice and research.

Principles of praxis

In my practice in the teaching of applied ethics, I am aware that questioning notions of values, morals, ethics and in particular integrity, involves a deep engagement with inner meanings for understanding in practice. Action research requires careful planning and action within the research, and it is the reflection element, in balancing theory to practice, which is important to a

process of transformation of knowing and understanding. This is underpinned by the notion of praxis, which I consider to be a commitment towards an improvement of practice as a teacher.

My research aims to question how to improve my practice as a teacher of ethics, and place this in relation to questions of integrity within that practice. It is therefore useful to consider a theoretical underpinning for praxis.

Armstrong (1987) discusses the concept of praxis as a process of liberation, and that praxis is central, in the dialectical relationship between thought and action. He identifies Friere's (1970) interpretation that praxis, in *Pedagogy of the Oppressed*, is distinctively human, that reflection and action transforms reality, and is the source of knowledge and creation.

“Friere’s usage of praxis emphasises the dialectical, reciprocal, simultaneous and creative relationship between reflection and action”. (Armstrong 1987:5)

Christine O’Hanlon, in writing about praxis within action research and teaching, considers not only reflection but also the reflexive process within praxis:

“Once a reflexive component enters the research process it brings about a transformation of the student’s understanding of their practical and individual potential influence”.
(O’Hanlon 2002:113)

She considers that the process of praxis is about emancipation, of getting people to become autonomous, and take control of their lives (ibid, 2002:114). She identifies the transformation as getting away from a state of dependence on others. She also interestingly highlights that the validity of an abstract theory must lie in its’ praxis or practical potential, and refers to Aristotle’s definition of praxis as ‘morally committed action which is morally informed’ (ibid, 2002:113).

One of the liberating attractions of action research is the opportunity it offers in terms of researching one's own practice, and not having theory and research imposed by others in one's practice. Clearly one is informed by others' research, but action research engages one's own intimate knowledge within the classroom. The praxis is derived from this process of self-reflection, understanding and knowledge.

INFED (2006) also consider Aristotle's theories of praxis as guided by a moral disposition to act truly and rightly; a concern for human well-being and the good life.

"We can now see the full quality of praxis. It is not simply based on reflection. It is action which embodies certain qualities. These include a commitment to human well being and the search for truth, and the respect for others. It is the action of people who are free, who are able to act for themselves." (INFED 2006)

There are many parallels between the process of engaging in praxis with the virtuous intent of integrity.

In *Becoming Critical*, Carr and Kemmis (1983) identify the distinction between practice and praxis:

" 'Practice' in its commonplace meaning, is usually understood to refer to habitual or customary action. But it also means 'the exercise of an act', referring back to its origins in the Greek notion of *praxis*, meaning informed, committed action'. The action researcher distinguishes between practice as habitual and customary, on the one hand, and the informed committed action of praxis, on the other Praxis has its roots in the commitment of the practitioner to wise and prudent action in a practical, concrete and historical situation. It is action which is considered and consciously theorised, and which may reflexively inform and transform the theory which informed it. *Praxis* cannot be understood as mere behaviour, it can only be understood in terms of the understandings and commitments which inform it. Moreover, praxis is always risky; it requires that the practitioner makes a wise and prudent judgement about how to act in *this* particular situation *Praxis*, as the action taken in action research, is thus both a 'test' of the actor's understandings and commitments and the means by which these understandings and commitments can be critically developed. Since only the practitioner has access to the understandings and commitments which inform action

in *praxis*, only the practitioner can study *praxis*. Action research therefore cannot be other than research into one's own practice". (Carr and Kemmis 1983:190-191)

Some important themes emerge here from the work of Carr and Kemmis about the moral commitment of praxis, and the notion of wisdom within the process. The process is considered 'risky', requiring judgement within the test of the actor's understandings. This process clearly requires some integrity and judgement. In getting students to engage with questions of ethics, I wondered could they not also question their own praxis in parallel with my own research into my practice? My intention to encourage students to question their own values by undertaking their own mini-action research investigation of an ethical dilemma was consistent with my own exploration of my practice.

Kemmis (2006) offers a more recent definition for critical participatory action research as undertaken collectively by participants in a social practice to achieve self consciousness. It is a process in which participants reflect critically and self-critically on their praxis, understandings of practice and the conditions of their practice. Communicative spaces for collective reflection are opened. People intervene through action to investigate shared reality further. Researchers act rightly and with wisdom. Action research, for Kemmis, has an emancipatory aim of eliminating character, conduct or consequences which are untoward, distorted, destructive and unsustainable because they are irrational, unjust, unproductive and unjustifiable (Kemmis 2006:25-26)

This approach and definition of praxis advocated by Kemmis is consistent with my intent and aim to question ethics, of getting students to engage with integrity issues, and as a foundation for a deeper reflection into my practice, and a space to explore my identity as a teacher.

What does identity mean for the university lecturer in teaching in higher education?

MacFarlane (2004) identifies in detail the complex reality of being a university lecturer, and the changing nature of modern higher education. He highlights the significant ethical challenges that teaching academics are confronted by. His book considers the power and professional responsibilities of the university teacher, and proposes an active development of professional virtues as an alternative to more bureaucratic reactions to the changing nature of higher education. This virtue ethics approach corresponds to my approach to researching and applying principles of integrity, but it was interesting to consider that the trends in the literature on professionalism in teaching should be focussed more on individual virtues as opposed to being devoted to a rules or duty-based approach imposed by individual institutions.

In *Barriers to reflective practice*, Davis (2003) considers the de-motivation of staff in the higher education sector, and highlights the lack of resources, lack of recognition, overwork and lack of the additional burdens put on academics. She contends that before reflective practice can take place, these deeper issues need to be resolved. She considers that the students have a higher expectation.

“Each individual student is looking for a total experience and will expect, whether realistic or not, to be provided with it”
(Davis 2003:250).

Davis (2003) also considers the ‘duty’ of lecturers to develop their own abilities and to learn how to become more effective teachers. She claims that “in reality, the lecturer in the post-1992 university is being pulled in many directions” in terms of teaching, research, as counsellors and

managers of units or modules, and in the design of programmes to suit the widest possible range of students (Davis 2003:250-252). By undertaking my research into my integrity and ethics, and allowing students to do the same can offer a response to some of the problems highlighted by Davis above.

Bridges (2001) highlights similar problems in secondary education but contends that action research represents an antidote to the ‘poisoning of the relationships’, and sees it as ‘shifting the balance of power in the politics of education’. He sees classroom action research as a reaffirmation of professional integrity, responsibility and authority in an environment that threatens to undermine all of these (Bridges 2001:457).

Walker (2001) discusses the increasingly dominant management trends in higher education, as well as broader political and social inequalities. Walker also identifies that in the UK there has been a trend towards ‘training’ in HE with a particular focus on skills and objectivity, and that education was becoming a ‘technical discourse’ developing only surface learning. The teaching and learning of ethics in management using critical reflection is a possible remedy to the perceived inadequacies of some of the more didactic methods of teaching adopted in further and higher education.

MacFarlane (2004) also highlights an issue of the ‘pedagogical gap’ between the technique-led literature on teaching and learning in higher education and books and articles focusing on the broader social, political and economic and ethical context of higher education. He argues that this phenomenon is in danger of divorcing ethics from the educational and professional development of the university lecturer.

Recent texts on the exploration of professional and integrity issues for lecturers in higher education (Carr 2000; Lambert 2005; MacFarlane 2004 & 2005; Robson 2006; & Walker 2001) reflect a growing trend in the development of a meaningful debate about the professional standing of the university lecturer particularly in an era of massification of higher education. Robson (2006), in particular, considers professionalism in the higher education context as a balance between autonomy, responsibility and knowledge. Carr (2000) contends (i) that teaching is a professional activity; (ii) that any professional enterprise is deeply implicated in ethical concerns and considerations; and (iii) that teaching is also an enterprise which is deeply and significantly implicated in ethical concerns and considerations.

Walker (2001) also suggests that teachers should be more critical of the power relationships in which they and others are embedded, and proposed focusing on 'really useful knowledge' to build democratic education.

In the paper 'Academic Citizenship' MacFarlane (2005) explores an interesting notion of service in the context of university life and its implications for the modern academic life. He considers academic citizenship in relation to notions of duty, but also in terms of virtue, and identified five overlapping communities that academics serve. These communities are identified in the form of a service pyramid, with student service lying at the base of the pyramid, followed by collegial, institutional, discipline-based or professional service, with public service topping off the pyramid. The notion of praxis within this process is important in terms of offering a means of committing to service in a way that is informed and committed, and is supported by integrity.

Noddings (1986) in *Caring- A feminine approach to ethics and moral education* states that:

“The teacher bears a special responsibility for the enhancement of the ethical ideal. By conducting education morally, the teacher hopes to induce an enhanced sense in the student . . . Everything that we do, then as teachers has moral overtones. The time interval may be brief, but the encounter is total”.

Noddings (1986:179)

Professionalism is closely linked to questions of the identity of educationalists. In her article ‘Shifting Identities’ Roberts (2000) questions what it means to be a professional, and what constitutes effective teaching. The article identifies her research project which provided an account of students’ shifting identities to develop expertise. The research identifies the concept of at least three different voices or discourses: the personal, professional and institutional.

“The notion of multiple selves and different ways of talking connect with current research on teacher socialisation and professional identity, where induction into teaching is seen similar to the process of learning to talk. This early research also raised important questions about the role of the research process for evolving identity: namely, the ways in which the research process can impact upon both the researcher and the researched”.

Roberts (2000:186)

Integrity as wholeness

In this section of the literature review I address my research question: What is integrity and what part does it play in the development of professional practice in the teaching and learning of ethical management ?

Four questions have evolved as important for me, and they are as follows: What is the meaning of integrity for teachers and learners in university education? Why is the question of integrity important in professional development? What can be learned from others’ perceptions of integrity

in the management education context? To what extent is it important to address the question of self and voice when questioning integrity?

Notions of integrity of the teaching and learning can be viewed on several levels. The integrity or wholeness of a course of study is important within the context of learning in Business Schools. The qualification needs to be valid and coherent and must be of value to be credible. It could be argued that the learning environment needs its own integrity, that there is mutual respect in a classroom, that there is honesty and trust, and the values in the institution should be borne out in practice. There are major implications in business and management for failing to demonstrate integrity, particularly in terms of confidence and credibility. It therefore is appropriate in the context of a liberal university education to ask these questions.

Mason (2000) in his study of integrity in education addresses moral questions facing educators as a consequence of the experience of late modernity, namely the diminished moral responsibility associated with the increasingly fragmented, fragile, and transient nature of identity in modern society, and in particular, issues such as the role of teachers with respect to the socialisation of their students into the ethical and cultural norms of their society.

Integrity in different contexts

By questioning integrity in the context, as well as on a personal level, I am hoping to extend the debate around notions of ethics and integrity as practitioner and researcher. This is at a time, as mentioned above, when there are ongoing concerns about the erosion of the integrity of the teacher and the de-motivation of teaching staff (Bridges 2001). I question the development of my

own integrity as a professional, but also the development of integrity of the students that are involved within the process. I attempt to question my moral engagement, ethics, judgment and integrity in the teacher and researcher role. I also question the practical issue of how to facilitate an effective a creative approach to learning ethical management.

In the context of business and management, integrity could be considered to be ‘doing the right thing’ as a manager, but does this purely mean abiding by and meeting the rules and obligations of the company? Questions of ethics and morality in business and management however require us to also consider the consequences of our actions in terms of the resulting good. As part of an emerging interest within popular business literature on integrity in management, Bolt (1999) contends that your integrity reflects who you are, what kind of person you are and what kind of values you have. He explores integrity in the context of managing relationships within and outside the organisation, and highlights the importance of character and the virtue of moral courage. He contends that integrity consisted of three fundamental characteristics: honesty, responsibility and courage.

Furnham (2004) identifies the single most desirable characteristic employees want in their employer is integrity. He sees integrity as about being incorruptable, of being sound and complete, in terms of consistency and responsibility. He relates integrity to trust, telling the truth, and observes that “it may be those who talk least about integrity who demonstrate it the most” (Furnham 2004:72). This raises an interesting dilemma for me here in that I am deliberately researching and finding a meaning for my integrity in practice, and that there is a danger that the talk of integrity is not put into practice.

Hunt et al (1986) consider the characteristics of a good leader, namely strong personal ethics, a dominant trait of good leadership, and ‘honesty and fairness’ as a source of loyalty and trust in an organisation.

“Thus, integrity in the sense of seeing the whole picture, as well as in the sense of attempting to achieve a congruence between personal beliefs, management decision-making and organisational aims is a core leadership characteristic. Managerial integrity, of course, also means ‘doing the right thing’. This is where ethical judgement inextricably links with leadership qualities”. Hunt et al (1986:11)

Crane et al (2004) explain that the word – integrity, has increasingly surfaced in relation to ethical decision-making:

“Integrity is defined as an adherence to moral principles or values”.
Crane et al (2004:123)

Integrity, as a theoretical concept in philosophy and psychology, has been the focus of some research, and many of the definitions correspond to those highlighted in the management literature. Paine has defined integrity as ‘the quality of moral self-governance’, as well as a combination of one or more of the following: moral conscientiousness, moral accountability, moral commitment and moral coherence.

“Persons of integrity generally strive for harmony between principle and practice and for coherence among who they are, who they perceive themselves to be, and how they present themselves to the world’.

Paine (1997:335)

The notion of ‘wholeness’ is therefore central to my understanding of integrity. Stanford University (2001) in their on-line dictionary of philosophy talk about integrity as either ‘wholeness of a system’ or the ‘quality of a person’s character’ and the relationship one has with oneself. This notion of wholeness is developed by McEwan (2001), who considers that virtue is

shaped by moral judgement rather than rules, and by Cohen (2003) as ‘wholeness in thought and action’, and Beebe (1992) as ‘authenticity and wholeness’.

Other definitions of integrity consider it to be a responsibility for self-governance (Paine 1997), and by Petrick (1997) as the ability to perceive and be sensitive to moral issues. Sims (2002:133) considers virtue ethics as a basis for integrity. He identifies Aristotle’s perceptions of virtue ethics as the alternative to deontological and teleological ethics and that virtue ethics emphasises the importance of judgement, virtue and character. The character of a person is the sum of his or her virtues and vices.

Part 3 Learning ethics in management

In this final part of the literature review I address my research question: How do students learn in the context of studying and researching ethical management and what is the relationship with personal integrity? The research in the field of learning in higher education offers complex, diverse and somewhat fragmented perspectives on the nature of learning. The process of learning and the development of understanding of ethics is dependent on a wide number of variable factors which influence the process. Factors include: the context and environment for learning (Sims 2002); the dynamics of the learning in the classroom with peer groups (Dochy 1999); the required learning outcomes, as well as the assessment methods used; prior learning experiences of final year undergraduate students (Trigwell & Prosser 1999); as well as the stage of their intellectual and ethical development as knowers (Belenky 1986; Perry 1970).

In my debate on integrity in this context one can question what effects the learning of ethics will have on an individual student. In 1969, Faust considered in the context of character education that this would include the cultivation of permanent traits in a person, giving an 'inner stability'. I question whether the teaching and learning of ethics aims to develop character, and whether this is possible in young adults. Gautschi & Jones (1998) consider that learning ethics aims to improve students' ability to recognise and be aware of issues. Glenn (1992) emphasised the importance of helping students in a more ethical direction.

Jarvis (1997:15) sees ethics as being concerned for the 'other', and this was the underlying principle of all morally good actions, "and it is especially important when considering the practice

of education”. Jarvis (1997:50) contends that it was not *just* a matter of the other, but also a matter of behaving in a manner that we consider to be moral, “and where appropriate, conforming to patterns of morality which are culturally accepted”. He contends that this involves a variety of learning processes including the theory of universal good in caring for the ‘other’,¹⁰, that ethical behaviour in society learned in the family¹¹; and that humans are mature in their understanding of values through cognitive development. This theory seems to be rooted in principles of caring for others but with a direct link to cognitive development, as well as what is considered to be culturally accepted. Hence my concerns around adopting a meditation approach as advocated by LaForge (1997).

The learning itself can also be considered in terms of the students’ intellectual and critical engagement with the subject matter on a cognitive level, which includes an understanding of their own learning. There is also the question of the place of affective and emotional engagement with the subject matter, as well the learning process which is relevant when addressing questions of values, ethics, morals and in particular integrity. I was concerned that the learning should be at a deep, reflective level. Prosser and Trigwell (1991) identify the link between the quality of learning environment and ‘deep learning’ outcomes. In developing further the question of ‘deep’ learning in higher education it is interesting to note the work of Marton and Booth (1997) in relation to the relationship between deep learning and meaningful outcomes. Prosser and Trigwell (1999:98) question why teachers although advocating deep learning in higher education, allow students to only adopt a surface approach to learning. Marton (1975) considers that deep learning concentrates on ‘discourse’, and an ‘active’ approach to learning, which includes, significantly, a

¹⁰ Learned in childhood and precedes knowledge.

¹¹ Being social in origin but is subjective as opposed to objective.

notion that the student would internalise their learning, making it part of themselves, and relate it to their real life.

With all these variable factors, combined with the complex multi-cultural and social backgrounds of students, the task of learning and teaching ethics becomes highly challenging in its rich complexity.

The complexity is increased as further questions come to mind that I will address in this section: How do students become independent and reflective learners? What is the nature of development and transformation of understanding in young adults? How does the cognitive and affective engagement impact on learning? What is significant or deep transformative learning in management education? To what extent does the educational environment affect learning? To what extent does the learning and questioning of ethics impact on personal integrity? I recognise that these are all huge questions, each worthy of a doctorate in their own right. Nevertheless, I cannot ignore them and must use them to inform my thinking to the extent that I am able to develop it within the constraints of this project.

One of my aims within this research project is to encourage students to develop as independent and reflective learners through undertaking small-scale action research projects into dilemmas around ethics in management. There are already a number approaches used in the teaching and learning of ethics which adopts an action research approach. For example, Hartog (2004) describes how she integrated an action research approach for her postgraduate management students. This approach required the student to continually reflect on their practice. Rowley (2003) proposes a similar approach to action research for business and management work-based learning with a

particular focus on analysis and critical evaluation of theory, as well as meta-learning, and reflection about the learning process itself.

Dochy et al (1999:332) highlights the shift towards supporting students to develop into 'reflective practitioners', able to reflect critically upon their own practice as learners. Hill (1999) considers that self-reflection fosters an affective change within the person.

In considering the extensive literature on reflective learning, Thorpe (2000) identifies the difficulties that students often experience in undertaking reflection within their work, and sees reflection as being central to the experiential learning process. Bulpitt et al (2005) see reflection as a method for educators for narrowing down the theory-practice gap. Davis (2003) considers that reflective practice by students within higher education is something that we should strive for, also cautions that the issues for lecturers should be resolved before getting students to engage in reflection. Boud (1998) cautions against the dangers of reflection, particularly in professional practice, as it can lead to instrumental and rule-following approaches to reflective practice when not carried out from a clear value position..

The *process* of reflection is also considered in the context of reflexive learning. Dreyfus (2001) proposes a seven stage approach to learning beyond purely skills development and reflection, extending to notions of practical reasoning and phronesis (or wisdom). This reflexive approach is consistent with my exploration of notions in integrity within the learning process. I am investigating notions of reason, judgement and commitment towards a position within the learning process. Reflective and reflexive learning are reliant on the engagement with others within the

learning environment, and as an exchange between teacher and student. The notion of reciprocal and peer learning is an interesting one in this context. Students in universities are also reliant on the dynamics of the groups in which they are learning. They are often asked to engage in formal and informal groups when exploring case studies and project work. In the debate around controversial issues in business and management ethics, there will be differing views and perceptions. The students are inevitably going to be influenced by their peer group, through the richness in the diversity of their experiences. The reciprocal nature of the learning is likely to be an important factor in the dynamic of their engagement, and if this was integrated within the formal assessment process, it could enhance the learning experience.

As Dochy et al (1999) surmise:

“It can be concluded that the use of self-, peer and collaborative assessment are important in moving the student/tutor barrier and in developing enterprising competencies in students, can lead to greater motivation and ‘deeper’ learning”.

Dochy et al (1999:345)

When considering learning one needs to question whether the learning itself will affect any lasting change in the way that the student understands and applies their knowledge. I consider that change is inevitable in any learning situation, but when dealing with ethics it is imperative that the change be positive, in terms of a flourishing of understanding, knowledge and self-understanding.

The question of development is a relevant and interesting one here. Research undertaken in the 1960’s through to the 1990’s in the USA on the theories of cognitive and affective development

in 'staged' development and learning of young adults in higher education, (Perry 1969; Belenky et al 1986; Baxter Magolda 1992) offers an instructive framework for recognising and understanding learning transformations, and this is explored in more detail later¹².

Dochy et al (1999) undertook a review of the use of peer assessment ranging from methods which included getting students to rate others, without any specific assessment criteria. Feedback of a qualitative nature, providing both formative and summative assessment, which formed part of a learning process. They claim that peer assessment could foster high levels of responsibility amongst students. This was because it required the students to be fair and accurate with the judgements they make regarding their peers. They concluded that "the use of self-, peer and collaborative assessment are important in moving the student/tutor barrier and in developing enterprising competencies in students, and can lead to greater motivation and 'deeper' learning". (Dochy et al 1999:337-345)

Their study of peer assessment concluded that "Experience from peer assessment indicates that peer assessment can be valuable as a formative assessment method and hence as apart of the learning process. Students become more involved, both in the learning and in the assessment process" (Dochy et al 1999:337-345).

The question then arises how does one gauge the level of learning, and could one develop the learning to a deep learning. Keaton et al (1992) affirm that peer assessment fosters an appreciation for the individual's performance within the group and interpersonal relationships in

the classroom. The development of learning in ethics also relies on a reciprocal learning environment (Taylor 2000).

Issues of personal integrity have also been tackled in the literature relating to moral development. The work of Perry (1970) in his landmark book, 'Forms of Ethical and Intellectual Development in the College Years' identified and developed the concepts of positions (refer Figure 2.2 below) as the perspectives acquired from one's lived life:

“ . . one's stance with respect to knowing, making meaning, and making commitments. Perry stressed the student's ability to construct meanings and to shift or change those constructions or standpoints to developmentally accommodate uncertainty, paradox, and the demands of greater complexity in knowledge and learning”.

Perry (1970:xii)

Positionality is related to developmental transitions and:

“ . . this notion of students-in-transition required that those of us who work with them think about what would be optimal conditions of growth”.

(ibid:xiii)

“He (Perry) was particularly intrigued by the possibilities of combining developmental stage theory with learning styles theory. Such a combination allowed the instructor to design a learning environment that facilitated both cognitive growth and capacities”.

(ibid:xv)

Figure 2.2 Perry (1970) - Forms of Ethical and Intellectual Development in the College Years
4 key stages of development:

1. Dualism

Basic right and wrong absolutist position through uncertainty or no answer yet available.

2. Multiplicity

Everyone has the right to their own opinion, leading to a recognition that all knowledge is relative, and a crisis of personal commitment.

3. Relativism subordinate

This implies commitment to a position, the implications of such a commitment and the development of mature approaches to it.

4. Relativism where personal commitment is made.

Perry offered the foundation for further research into how to develop intellectual challenges to facilitate learning and intellectual development.

Belenky et al (1986), informed by Perry's research into predominantly male, white, middle class students, developed research specifically on women's development at University level, and identified five distinct categories of knowing for women.

Figure 2.3 Belenky et al (1986) Women's Ways of Knowing.

Five categories.

1. Silence - a position in which women experience themselves as mindless and voiceless and subject to the whims of external authority.
2. Received knowledge - a perspective from which women conceive themselves as capable of receiving, even reproducing, knowledge from all knowing external authorities but not capable of creating knowledge on their own.
3. Subjective knowledge - a perspective from which truth and knowledge are conceived of as a personal, private and subjectively known or intuited.
4. Procedural knowledge - a position in which women are invested in learning and applying objective procedures for obtaining and communicating knowledge.
5. Constructed knowledge - a position in which women view all knowledge as contextual, experience themselves as creators of knowledge, and value both subjective and objective strategies for knowing.

Baxter Magolda (1992) has developed an *Epistemological Reflection Model* and has identified 4 levels of knowing within students, namely: Absolute, Transitional, Independent, Contextual. The model offers an interesting perspective on the different roles of the learners, peers and instructors within the learning process which aims to develop understanding throughout these four levels of knowing. The model also questions assumptions behind the place of evaluation in the process

In the paper 'Education for Moral Integrity', Musschenga (2001) focuses on coherence and consistency as key elements of moral integrity. He highlights the dilemma that:

"In spite of the currency of the term, very little has been written about what it takes to educate persons for integrity". (Musschenga 2001:219)

His paper undertakes a philosophical exploration of the distinction between personal integrity and moral integrity and relates them in the context of education for moral integrity.

On the issue of education for integrity, he argues that:

“ . . . several kinds of—mostly second-order—virtues contribute to establishing some degree of coherence and consistency in a person’s judgments and behaviour. Being second-order virtues, the virtues relevant for integrity always accompany other substantive virtues—and the values, principles and rules associated with those virtues. In the case of local and moral integrity these are the virtues that make up excellence of conduct in a specific context or moral excellence in general. In the case of personal integrity, the relevant virtues are those required for fulfilling the commitments a person has incurred voluntarily. In view of the fact that the virtues relevant for integrity are always related to substantive virtues, it seems obvious to assume that one cannot separate education for moral integrity from teaching substantive virtues”.

(Musschenga 2001:220)

Integrity within learning appears to be about development of one’s own understanding. One can therefore consider that the development of integrity can be linked to notions of the development of character. Within the literature on character development, Sennet (1998) offers a definition of the contested meaning of ‘character’ as:

“the ethical value we place on our own desires and on our relations to others. . . . In this sense “character” is a more encompassing term than its more modern offspring “personality”, which concerns desires and sentiments which may fester within, witnessed by no one else”.

Sennett (1998:10)

How does cognitive and affective engagement impact on learning ?

Learning can be seen as a predominantly cognitive process and ability, whereby the learner considers the ethics within situations, taking an objective and critical view. Barnett (1997) discusses the development of criticality, through a process of critical reasoning, to critical self-reflection, to critical action with an aim to develop the student as a critical being, and through this process:

“The emancipatory potential of critical being in thought, in self-understanding and in action is being initiated”.

Barnett (1997:8)

This seems to be consistent with Chickering and Reisser’s (1993) supposition that the social, intellectual and affective development of university students is not simply an internal process of maturation but occurs through the interaction between self and external stimuli and is highly influenced by the developmental potential of the learning environment.

One can therefore question what is significant learning in this context. Is it to only to engage in a critical, objective debate around ethical issues, in order to develop the students’ cognitive skills and capabilities? What about their own values, morals and ethics that underpin their perceptions, and will inevitably colour any attempt at an objective stance. Are there other approaches to learning that fully engage cognitive, as well as affective capabilities in their exploration of the ethics within their learning? Dreyfus et al (1986) propose a stage model of skills acquisition, from novice (who follows context-free rules) through to expert (who displays intuitive understanding and responsiveness) that involve both cognitive and affective capabilities. They identify ten distinct blocks to learning which are instructive in the debate on effective learning. These blocks include: perceptual; cultural; emotional; motivational; cognitive; intellectual; expressive; situational; physical; and environmental.

Much of university education still aims to develop cognitive skills based on Bloom’s (1956) taxonomy of cognitive skills namely: knowledge; comprehension; application; analysis; synthesis; and evaluation. Brockbank et al (1998:43) also consider notions of the affective in that that

emotion holds the key to a higher level of learning through reflective dialogue, and refer back to Kolb's notion of 'double-loop learning', the shifting of a person's reality through change through critical debate.

Rogers (1986:86) identifies the notion of liberation, of seeing the student as a participant, but independent of the teacher, that the most significant learning is acquired through doing. He considers that significant learning takes place when the subject-matter was perceived by the student as having relevance for his or her own purpose, and that learning involves the whole person, involving feelings as well as intellect.

Wright (1995) explores whether there was a link between learning and moral advancement. He considered that there is to date, no direct link, however there were a number of factors that affected learning in this context. Those factors included cross-cultural and gender factors, outcome expectancies, the moral standing of the facilitator, and the relevance of the ethics examples.

Faust and Finegold (1969:3) contend that in 'character' education and education for behaviour, "we think of the cultivation of more or less permanent traits of the person". They identify that the problem of education for responsible behaviour is at the core of the problem of the cultivation and development in the person. They identify trustworthiness as 'worthiness to be trusted' in terms of 'fitness, ability or suitability for being trusted', and this is echoed in the concept of reliability, or stability and consistency.

They develop this further:

“The inner stability that belongs to the trustworthy person, however is the stability on the performance of free willed action – of the free moral being” (Faust et al 1969:4)

They argue that education for responsible behaviour has then to do with the cultivation of the moral trait of character. Faust and Finegold (1969:5) also identify two basic features of responsibility as responsiveness and readiness. They also contend that there is a structure for both, which must include a consideration of the ‘other’ and being mindful of their welfare, and in being prepared and competent to exercise their obligations (Faust and Finegold 1969:9). They go on to explore responsibility as moral competence as well as develop the notion of responsibility in terms of care. They contend that the understanding of care:

“ . . is the power to recognize values, meanings, importance in their qualities and degrees, and hence enables us to grasp actual beings in our world in their full actuality, to recognize possible ends and possible means, and to bring together onto life-paths realizable within the world’s scope. The standard name given in our language to such understanding is wisdom” (ibid 1969:22).

Abdolmohammadi et al (1998) undertook an analytical study which:

“ . . .provides evidence regarding the ethical cognition of business students at entry to college as compared to a national norm. It also provides comparative evidence on the effects of group versus individual versus individual ethical cognition upon completion of a business ethics course”. (Abdolmohammadi et al 1998:1717)

This paper, although giving a positive message about the impacts of teaching ethics offer only limited significant evidence as to how to develop effective teaching and learning.

Glover et al. (1997) explore a number of studies investigating the impact of the value honesty/integrity on the ethical decisions that an individual makes. They observe that decisions are moderated by an individual’s personality traits which include self-monitoring and private self-consciousness. They conclude in their review of the studies that:

“Self-monitoring and private self-consciousness could serve as a basis for determining the extent to which explicit organizational policy is needed to improve ethical behaviour”.

(Glover et al 1997:116)

Poynter and Thomas (1994) in their paper, ‘*Can ethics be taught ?*’ suggest that students and most of the young people in the study were fully capable of making value-based decisions:

"But their primary hindrances are a lack of experience in making value-based decisions, a lack of comprehension regarding the consequences of their action in society . . . and an inability to articulate their own values in a leadership role."

Poynter, et al. (1994:1)

An interesting piece of research undertaken by Borkowski and Ugras (1998) undertook a meta-analysis of a number of empirical studies to analyse:

‘ . . . the relationships of gender, age and undergraduate major to the ethical attitudes and behaviour of business students. The results indicate that female students exhibit stronger ethical attitudes than males. The same is also true for older versus younger students”.

Borkowski et al (1998:1117)

The research findings demonstrate the paucity of research in the field. This may be a reflection of the lack of practitioner research undertaken by lecturers and educationalists.

This literature review offers me a foundation to start addressing the important research questions within my thesis. The emerging interest in business ethics in management, and the subsequent development in the literature on the teaching of ethics has demonstrated a wide and diverse range of approaches. The question of addressing ethical dilemmas is particularly relevant in my context as it is the central focus for the teaching, learning and the research.

The principles of praxis highlighted and questioned here form the basis for the investigation into my practice and support my use of action research. Notions of integrity have also been explored

from different perspectives and this offers a guide for my engagement with my integrity in practice.

Chapter 3 - Methodology and my approach to Action Research

Introduction

In this methodology chapter I discuss and explain the research approach that I utilised for my project. I discuss the approach that I took in response to attempting to meet my main aims and objectives, in line with my research questions. I also explore the reasons for using an action research epistemology. I identify and explain my research plans, including the different data collection methods and analysis techniques chosen. I finally examine my research ethics within the process, as well as the values that have underpinned my practice and research methodology.

In my research into my practice as a teacher of ethics in management, I recognised that the task of undertaking pedagogical research was both challenging, but potentially rewarding. Cochran-Smith (1994) asserts that teachers who engage in self-directed inquiry about their own work in classrooms find the process intellectually satisfying. They testify to the power of their own research to help them better understand their teaching practices (Cochran-Smith 1994).

The positive experience I gained whilst undertaking an educational action research project investigating my practice as a teacher in a College of Higher Education for my Masters Degree at Kingston University (Bohane 1998), gave me the inspiration and confidence to integrate an action research approach into my investigation into notions of integrity in the teaching and learning of ethics.

Researching my practice, students and their learning

In order to explore and question my pedagogy, as well as the learning within the classroom, I developed a methodology, by using action research, to explore and reflect on a wide range of qualitative data derived from different sources, to gain multiple perspectives in my context.

My decision to choose action research was taken with the principal aim of looking to improve practice within the workplace through practitioner research, good professional practice, and research as a contribution to knowledge and research as professional development (McNiff et al. 1996). Cohen and Manion suggest that:

“The principle justification for the use of action research in the context of the school, is improvement in practice. . . . Action research relies chiefly on observation and behavioural data. That it is empirical is another distinguishing feature”.

(Cohen and Manion 1998:192)

I am obviously not using action research in a school, but have the same aim: to improve my practice as a lecturer in a university.

Altrichter et al (1993:6) identify the distinguishing features of action research as being carried out by people directly concerned with the social situation that is being researched, starting from a practical question arising from everyday practical work. They consider that action research must be compatible with everyday values of the school. It offers simple methods and strategies for researching and developing practice. They also consider that it requires action and reflection, and it has a character of its own.

They discussed the issue of action research being focussed on professional values rather than methodological considerations.

I wanted to develop a flexible approach to researching my practice, which would focus both on the practical dynamics of the teaching and learning within the classroom, but also adopt a reflective and reflexive approach to test out theories for my understanding from my perspective as well as from the perspective of my students. Hartog (2002:233) identifies the distinction between reflective and reflexive practices. The former is concerned with looking back and learning through practice, the latter is concerned with knowing in action and with an understanding of the thinking processes as a result of internal inquiry to enable changes in thinking and action to improve practice.

In applying the diverse principles of action research, I gained inspiration from Marshall's conviction that:

“ . . I must hold an attitude of continuing inquiry, as I seek to live with integrity, believing in multiple perspectives rather than one truth, holding visions of a more equal world and hoping to contribute to that practically, not separating off academic knowing from the rest of my activity”.

Marshall (1999:2)

This exposes some of the dangers and risks of action research in that it can apply to all areas of your life, not just your working life.

Action research, unlike other forms of research allowed me to place myself at the centre of the research so that I was able to include my values. Other forms of social science research which were non-interventionist in nature do not necessarily allow me to do so. I was as much part of the

data as what was going on. A key drawback here was that action research could be seen to interfere with objectivity and that the researcher could become too personally involved. This was where the role of critical friends, peers and the principles of triangulation and sharing my research were essential in the research. I needed to embrace my subjectivity and roll with the results and implications of this approach

There have been a number of criticisms and problems with the use of action research, mainly coming from people committed to other paradigms. Cohen and Manion (1998) compared and contrasted action research with applied research. They explained that applied research was mainly concerned with establishing relationships and testing theories. Action research however, interprets the scientific methods much more loosely, chiefly because the focus is a specific problem in a specific setting. They queried the rigour of action research “although lacking the rigour of the true scientific research, it is a means of providing a preferable alternative to the more subjective, impressionistic approach to problem-solving in the classroom” (Cohen and Manion 1998:189).

Cohen and Manion discuss further criticisms and arguments made about the action research approach to epistemology:

“... its sample is restricted and unrepresentative; it has little or no control over independent variables; and its findings are not generalisable but generally restricted to the environment in which the research is carried out”. They do however argue that action research could be appropriate when used in teaching: “attitudes and values - encouraging more positive attitudes to work, or modifying pupils’ value systems with regard to some aspect of life”.

Cohen and Manion (1998:193-194)

Another criticism of action research has been made in terms of the lack of rigour of the approach. Dick (1994) counter argues that action research can achieve high levels of rigour, without sacrificing the responsiveness and flexibility that some situations require.

McNiff et al (1996) cautions against the subjective approach of action research:

“It is a weakness because it can easily lead you to reaching biased conclusions about what you are doing”. (McNiff et al, 1996:20).

To counter these criticisms of action research, I wanted to involve my students with my research in a collaborative way, for them to validate the research and claims that I proposed. Vince (1999) asserted that action research uses collaboration and participation from the people being researched as a vital element of the sense-making process. Vince also suggests that research, as learning, requires engagement with the self, with social and political issues, with organisational contexts, and with organisational dynamics as an integral part of any study or analysis (Vince 1999:25). When questioning notions of integrity, since one questions the self, action research is an appropriate approach to deal with the complexity of the task.

I recognised and was inspired by the work of Winter (1996) who identified six principles which he presented as central to the action research process, namely: reflexive critique; dialectic critique; collaboration; risking disturbance; creating plural structures; and internalising theory and practice.

Action research offers me a way of researching and improving on my practice, and engaging in a personal dialogue and reflection to evolve my own living educational theory of my practice_

(Whitehead 1999). Cochran-Smith et al. (1990) considered that process-product and interpretative paradigms constrain and even, at times, make invisible teacher's roles in the generation of knowledge about teaching and learning in the classroom. They claim that the theory of education is imposed from the 'outside in'.

There are a number of conflicting intentions within my research. My primary intention was to research my integrity in practice, but I also had an important responsibility for the students whom I was teaching. Marshall (2001) has suggested that inquiry involves intent, a sense of purpose. She noted that there may be multiple intents, in accord or discord. My research methodology needed to have its own integrity in terms of developing and maintaining a sense of wholeness and therefore I needed to question the intent and ideology behind my practice.

Marshall (2001:86) also asserts that self-reflective practice is at the core of all inquiry. She pursues open frames rather than rigid behavioural patterns. She talks of pursuing these frames with 'soft rigour, determined and persistent, but not obsessive'. She proposes inquiring through inner and outer arcs of attention, and moving in between these. She worked with a multi-dimensional frame of knowing; acknowledging and connecting between intellectual, emotional, practical, intuitive, sensory, and imaginal. Within her inner arc of attention, she values the term multiple associations in her conscious appreciation. She talks of self-tracking, and ponders the integrity or good form of her actions. In pursuing the outer arcs of attention she engaged and collaborated with other people. She was open in that her perceptions were selective, and the self-tracking process helped to balance against this. She claims that she is strategic, targeting and questioning to engage with selective depth or selective difference as she thinks appropriate. She

also asserts that finding appropriate contexts, to offer discord as well as accord, is part of the craft of inquiry.

The notion of 'open frames' was useful and helped me to maintain a holistic view of my central questions about integrity. I was instinctively aware of the importance of integrity within the whole process, but needed to consider 'multiple associations', from the perspectives of others, in particular my students, when researching and considering my claims about integrity.

Vince (1999) highlighted the importance of undertaking a 'negative analysis' within action research. He asserted the importance for the researcher to make conscious attempts to deny, contradict and disprove the data, to provide opportunities for highlighting problematic elements of the approach.

My choice of action research was particularly apposite in my case because the substantive area of the inquiry is the values which support ethical integrity in the study of business and management. Action research is a methodology that is emphatically value-driven¹³. In action research, the researcher is concerned to articulate explicitly which are the values that inform the inquiry. This methodology fitted particularly well with my research question, affording reflexive integrity to the inquiry itself.

Griffiths (1993) contends that that only the reflective practice/action research model could cope with the instability of implementing change, which then carries within it the seed of further change because it incorporates change within itself.

The tacit virtuous intent of action research seems very appropriate for me in my investigation of integrity within my teaching. Action research helps to me to question my motivation and underpinning ideology, to reflect on my actions and the consequences of my practice. It also allows me to consider my self, my identity and integrity within the process.

Lomax (1993), prior to Winter (1996), developed a set of principles for action research. When using these principles to reflect upon on how I was to undertake my research with these principles, I seek to improve my practice through intervention; I place myself at the centre and as the focus for the research, in order to develop an understanding of my integrity in practice; I chose to encourage participation from others as ‘co-researchers’ to inform my understanding of integrity in the learning of ethics. I tried to ensure that my research was as rigorous as possible in action research terms. I wanted to develop a theory of integrity in practice, especially through understanding praxis. I wanted to be able to validate my research continuously through educated witnesses, in my case, a wider educational, academic audience. (Lomax 1993).

In my role as teacher and researcher I wanted to instigate change and improvement of practice, I was reliant on my students to participate in my research. Reason (2001:1-2) considers that participatory action research has a double objective; to produce ‘knowledge’ and ‘action’ useful to a group of people, and to ‘empower’ people at a deeper level through the process of constructing and using their own knowledge. He stresses the collaborative intent, and that the focus for research has moved away from doing research ‘on’ persons, to research ‘with’ persons in the questioning and sense-making process.

My research plan, data collection methods and analysis taken

I designed and developed a research plan which aimed to cope with the complexities and quantity of data that came from my practice over the three years that the project took to complete. The research started from the perspective of investigating a theoretical concept of integrity, and related it to my practice as a teacher, testing it through the actions I took within my students' learning context. My action research design was flexible enough to monitor and document many variables. My reflection on practice and emerging pedagogy about integrity in practice were key elements in the research. I investigated my implementation of the teaching and learning across the three years of teaching the unit. I explored the complex dynamics in the classroom; the learning that occurred in the classroom. Perceptions from different stakeholders within the process informed my understanding of the process.

I used a wide range of research methods for my action research project in order to try to address the diversity and complexity of my research questions. I recognised that I needed to develop and balance the research to consider perspectives from multiple stakeholders, so that they could inform my research in a collaborative way. I aimed for integrity between my research aims and methodology. I wanted this research to be educational action research. Research in education using educational methods, to try and disclose how best to teach an important part of the curriculum.

Action research and change

My research project was developed with the voluntary and collaborative co-operation of my students. I was aware that students may feel obliged to be involved in my research, but I offered

them informed consent in the formal research. The difficulty for me was I was to use classroom observations throughout the periods of the unit, and I could not continuously ask their permission. I did however make them aware of my research project at the beginning of each round of teaching the unit. I asked their permission to observe, record sessions and ask students to comment and respond to my interpretation of the dynamics within the process. There were potential tensions in assuming that the students have a choice to 'not' participate in my research. There were potential conflicts of interest in the students' minds about my position of authority as lecturer, assessor and Course Director. I may have imposed a potential conflict of interest for them if they failed to 'volunteer' to participate in my research. Their voluntary participation in the interviews was freely engaged in, and I made a point of ensuring that students were fully aware of their informed consent, and the positive consequences of their participation in terms of the development of my professional practice.

Choice of data collection methods

Data collection was developed in order to firstly directly address the project objectives and research questions. My choice of the methods was influenced by my personal, pedagogical and professional values, and they were developed to ensure that there was rigour and authenticity within the data collection, dissemination and analysis.

To address the research questions I decided to utilise a range of mainly qualitative research methods to allow me to continually reflect on my practice, to observe the interactions in the classroom between me as teacher, the students and the subject matter. I also wanted to obtain qualitative data from students as to their perceptions as to their learning and understanding of integrity. I therefore used the following:

Figure 3.1 – Data collection methods used throughout the research project

Data Collection Method	Purpose	Stages
Reflective Diary (14)	To reflect on thought and perceptions of the ongoing research	Throughout the project
Observations in class	To record the dynamics in class, the reactions to exercises and validations	In the 12 week of each of the three rounds
Integrity questionnaires (piloted and completed by students)	To ask a wide range of questions on their learning & perceptions of integrity	Round 2
Focussed interviews (tape-recorded & transcribed)	To gain in-depth insight into their perceptions of their learning	After rounds 1 & 2
Student validation presentations (tape recorded and transcribed)	To reflect on their ‘voice’ in the classroom.	During all three rounds
University - Unit Evaluation Questionnaires (UEQs)	To gain an independent view of students’ perception as to the unit	After completion of each of the 3 rounds
Meetings with critical friends, PhD supervisors, conference presentations (some tape-recorded and transcribed)	Data to reflect on the development of the claims	Throughout the project
Students completed projects with assessors feedback sheets	To review topics chosen, including their reflections on their learning	All three Rounds

The reflective diary was a useful tool to regularly reflect on my ongoing understanding of the data and understanding within the project. Altrichter et al (1993) advocated the use of the research diary to focus on increasing self-understanding, and particularly to become aware of self-delusion (Altrichter et al 1993:11).

Figure 3.2 - Data analysis and research models used

Data analysis tools utilised	Purpose	Stage
Dilemma Analysis (Winter 1982)	To research underlying contradictions to emerge from the focussed interviews and reflections on practice	After each round of teaching & in the latter stages of the research project.
Case study method	To focus cases on individual students to gain a holistic perceptive on their work, their perceptions of their understanding.	Final stages of the analysis
Action research cycles	To guide and map the process of the research	Throughout the project

Dilemma Analysis

My research has included interviews with the students which have been analysed by using 'Dilemma Analysis', a term coined by Winter (1982):

"In carrying out dilemma analysis, data is selected, structured and interpreted so that contradictions come to light rather than commonalities. The method of analysis is easier when applied to data that interpret social reality and reveal its tensions . . ."

Altrichter et al (1993:149)

This type of analysis seemed ideal, to explore a whole range of contradictory or conflicting viewpoints throughout the project. Part of the appeal of using dilemma analysis was that it can allow for minority views to be voiced.

"Problems are presented in a way that is not too threatening, making it possible to discuss them and analyse them rationally . . . dilemma analysis is an alternative to searching for definite answers which can solve one tension only at the expense of another".

Winter (1982:166)

Winter describes the 'nature of the action research task' and proposed that:

" . . . teaching practice . . . involves interaction between different parties . . . the situation creates a hierarchy of power and status between these two roles, hence *some* of the problems typically encountered will rest on the failure by one party to appreciate the point of view of the other parties involved . . . The different views therefore had to be presented plausibly as parallel rationalities, without hierarchical valuation which conventionally discriminates between them . . . the analysis had to gain acceptance as "objective", evoking the main areas of tension in the situation without generating immediate controversy by seeming partisan" (ibid 1982:167)

Since I was to interview and research students across the three years of teaching the unit, I felt that views of all the groups should be given equal status. Winter suggested that contradictions can be put into three categories of "Ambiguities", "Judgements" and "Problems" and one can attempt to 'map' the interlocking perspectives of those interviewed.

“Among the various tensions experienced, some are background awareness of inevitable and deep-seated complexities of the situation, which are tolerable because they are not *directly* linked with any required course of action. These are termed ‘Ambiguities’; ‘Judgements’ and ‘Problems’, in contrast, do refer directly to required courses of action: ‘Judgement’ are those courses of action which are rendered complex but, as it were, ‘interesting’ by the tensions and ambiguities in the situation; . . ‘Problems’ on the other hand are those courses of action where tensions and ambiguities actually seem to undermine the validity, the rationality of the course required.”

Winter (1982:169)

Having used this approach successfully for my MA action research project, I identified that the process can be somewhat unwieldy to categorise all the dilemmas, however the key dilemmas have been categorised in one of the three categories as part of the analysis.

Case study method and sample

I also adopted a case study approach in order to capture the uniqueness of the students’ voices, within the learning context (McNiff 1996). I explored the individual’s perceptions of themselves, their integrity and learning, in order to offer findings and results that could support my claims to knowledge, support my improvement in practice, as well as the understanding of my integrity in practice.

There were many advantages of case study as identified by Bassey (1999:23) in terms of its strength in ‘reality’, its attention to ‘subtlety and complexity’, its potential for representing something of the discrepancies or conflicts between the viewpoints held by participants, and its contribution towards action.

Bassey (1999:40) also considered that action research is a subset of educational case study research in terms of inquiry carried out in order to understand, evaluate and change.

In “The Paradox of Case Study” Simons (1996) considers the paradox that:

“ . . by focussing in depth and from a holistic perspective, a case study can generate both unique and universal understandings”.

Simons (1996:225)

She contended that by studying the uniqueness of the particular, we can come to understand the universal. She considered the paradox was the point of case study, and that living with paradox was crucial to understanding.

“The tension between the study of the unique and the need to generalise is necessary to reveal both the unique and the universal and the unity of that understanding. To live with ambiguity, to challenge certainty, to creatively encounter, is to arrive, eventually, at ‘seeing’ anew”.

Simons (1996:238)

Students who attended the unit in Rounds 1 and 2 were invited towards the end of the first two units to attend focussed interviews to record their perceptions of their learning and understanding within the unit¹⁴. Seven students responded in class to the verbal request in Round 1, and students were interviewed after the unit had been completed prior to their project work being marked. I was aware of the potential conflict of interest, in that students may well have been aware that their participation in the research may have had some influence on my marking their work. I addressed this explaining that my research was completely separate to my role as their formal assessor.

The students were interviewed in a quiet classroom over a two week period before the end of the semester. Students were offered fully informed consent to attend the interview and all gave

permission for the interviews to be tape-recorded, and I gave them a commitment that the data would only be used for the purpose of my research and that their names would be changed in the final report. I also gave the students the opportunity to review the typed transcripts of interviews to confirm that they were happy that this was a true representation of the interviews. Interviews tended to last around 25 minutes. Students in Round 2 were also invited to attend interviews in a similar way however, two of the three respondents were interviewed in their place of new employment after graduation.

I decided to use and analyse the interview data in two ways. Firstly I wanted to develop a narrative case study for each student to encapsulate the full experience of the student on the course. The case study would include a brief summary of their project work including key findings. The case study would also include their perceptions as to their own values, their ethics, the experience of the learning, perceptions of the ethics of the university, as well as how they now would deal with ethical dilemmas now that they had completed the course.

The data from the interviews was also analysed as a source for the dilemmas analyses (refer Appendices 8, 9, 17, 18 & 21) that formed the main focus for my analysis. This was used in addition to all the other observational data, reflective diaries, and completed questionnaires.

The experience and challenges in undertaking an action research project

I recognised early on in my planning for the research, the potentially complex nature of the action research. I explored and reflected on an emerging and changing understanding of my practice over

¹⁴ Refer Appendix 4.

the considerable period of the project. The data collection produced a vast amount of factual and qualitative data and one of the key challenges is to manage and be able to critically analyse the data. I needed to have a flexible but sound methodology which would be able to reflect the complexity of the situations in which the research would take place. I reflected on the improvement of my interviews skills as the project progressed through the two cycles. I was conscious of being a novice as researcher, in the way that I sometimes lead respondents and do not always allow them to develop their perceptions fully.

Action research proved a messy and chaotic process, which needed in-depth engagement with the process, the data generated, the analysis of the data, and also the ethics of my approach. The first challenge for me was setting some boundaries around my research. The use of action research cycles allows for the process to be reasonably structured, which was useful for the ongoing PhD assessment process of reporting back progress within the project. The second challenge was the potentially vast amount of data which was generated from interviews, observations, transcriptions and so on. The data can be often unwieldy and problematic, and speedy interpretations of the data are difficult to achieve. There were also considerable challenges in writing up the data. The richness of data provided from all the different students cannot not be fully integrated into a narrative, and the main difficulty is what to selectively leave out. The writing up process of the long project is also problematic because there was a danger of becoming too descriptive within the narrative as opposed to being critical and analytical. “Chronological order of presentation can occasionally entice the researcher to concentrate too much on description at the cost of analysis and interpretation” (Altrichter 1996:185).

The research programme involved reflecting on my practice in lectures and seminars on a weekly basis in the form of a reflective log and diary. I reflected on issues of the teaching, the activities, case studies, and the interaction and engagement of students with lectures and seminars. I considered the dynamics of the groups, the interactions with issues and the voicing of opinions and testing of values. The students' emerging understanding and application of ethical principles was reflected upon, and this in turn is balanced against my own ongoing implementation of change, the development of my understanding of my practice as well as integrity. I developed a model which formed the basis for the research plan in the classroom (Figure 3.3 below).

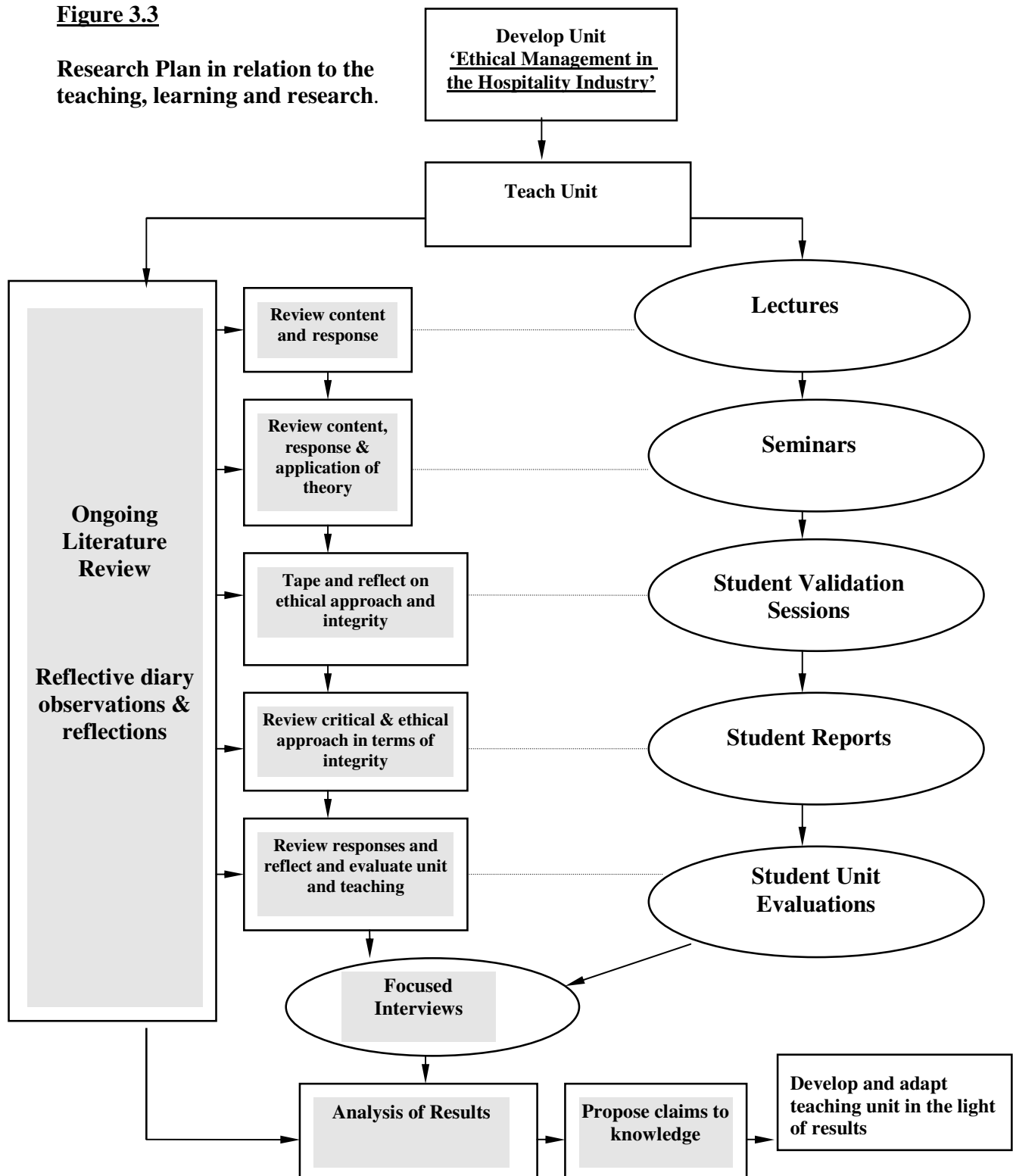
As part of the validation for my research, I consulted and engaged with significant stakeholders within the research to contribute towards assessing the validity of my research. The students were part of the research, and were asked to consider and judge my on-going research. Respondents were consulted and given the opportunity to judge my interpretations of the interviews with them, as well as the observations that I made in class. This I felt again was essential to maintain the integrity of my research.

McNiff (2002) argues that we usually judge success in terms of criteria. For me and my students to set their own assessment criteria allowed us to maintain autonomy, and construct knowledge in that engagement. McNiff (2002:106) also highlights the concerns over the academic rigour of this approach, as the standards of judgement used by the academy tend still to be of technical rationality. She stated that this is one reason why action research accounts needed to demonstrate internal methodical consistency, so that work cannot be rejected on technical grounds.

The other arena for validating my ongoing research and key claims was through sharing my research with a wider academic community through giving conference papers and undertaking workshops. I involved critical and interested third parties, who were given the opportunity to critique and help in questioning and establishing the validity of my work.

Figure 3.3

Research Plan in relation to the teaching, learning and research.



Ethics & integrity issues in pedagogical research

Exploring my integrity in practice not only involved the values that underpinned my teaching but also the ethics that I advocated within the process of research. When undertaking educational research of this nature, ethical issues came to the fore. Oliver (2003) explored many ethical issues in relation to student research. He suggested general guidelines to focus on before the research commences, during the process of the research, as well as the subsequent ethical issues surrounding collection, dissemination and interpretation of the data. He explained the growing concern with the ethical dimension of planning and implementation of the research. Cohen et al (1998) also identify the 'ethical minefield' that educational research can pose for the researcher. Ethical problems were often compounded by unforeseen moral questions.

Ethical principles for social science and educational research have been long established and Mauthner et al (2002:14) cite the growing number of professional associations and academic institutions that offer guidelines on ethics.

In terms of my own ethics, I not only had the responsibility for teaching and facilitating the learning of ethics, but I also had a clear ethical responsibility as researcher. I encouraged students to undertake their own exploration of ethical issues through undertaking projects on specific ethical issues. This meant that I needed to be not only aware of the ethical issues that were likely to arise, but also that I had a commitment to the ethics within the classroom as well as in the research. However, an approach to innovation in teaching and implementing change in the

classroom inevitably posed some risks for all concerned, but Winter (1986) argued that education involved risking disturbance as part of the learning process.

I adopted an approach that considered the ethics from deontological, teleological and virtue perspectives, considering my duties and the consequences of my actions. I considered and applied many of the guidelines advocated by the British Sociological Association (BSA) (2002)¹⁵ and reflected on this approach on an ongoing basis as part of my reflection on my integrity in practice. I was teaching research ethics as part of the undergraduate syllabus and therefore I not only made others aware of their responsibilities and duties within their research, but I also felt that I needed to ‘walk the talk’ of the ethical principles that I was advocating in class.

My own ethical principles and guidelines for my research ethics

My own principles and guidelines for undertaking the research come from and were inspired by a wide range of values and motivations. My underpinning value of respect for others within the research was of primary importance. This was one reason for choosing an action research approach which takes a democratic view, dissolving the relation between the researcher and the researched and engaging participants as co-researchers. I advocated a dedication to the pursuit of knowledge and praxis within my work and within the research, but was aware of the risks that I may be imposing on others within the process. The ethical principles of duty, rights and

¹⁵ Refer appendix 22.

obligations were central to my responsibilities, but also I consider the consequences of the impact of my conduct within the process¹⁶.

I discovered that the notion of virtue underpinned my work and held real importance for my development as a researcher and a lecturer. I considered that I had to act with integrity, and expect others to conduct themselves in a similar way. The ethics within the research was fluid, unpredictable and full of potential dangers, unintended consequences and risks. I therefore constantly reflected on my ethics within the process with a priority for maintaining the authentic voice of those who were participating in my work. There were clearly certain rules and principles that should be adhered to, such as the principles of 'informed consent', however as with many ethical theory or guidelines, they are often inadequate for the complex situations that I was to likely be confronted.

These questions highlighted the importance of an ethical framework, which I, as a professional researcher, need to establish as part of the research process. My ongoing research informs my understanding of the ethics of my research, but also it mirrors my engagement with my integrity as a researcher in a professional context.

When the research project commenced the requirement of submitting the research project to a formal Ethics Committee was not enforced, and loosely applied. I set myself very high ethical standards for my research, and was explicit about the approach that I had taken to ethics in the progress reports for the research committee for the PhD assessment process. I also consulted my

¹⁶ Refer - Winter (1989:13) being an ethical researcher

supervisors continuously about the ethics and my reflections on my integrity within the process. On transferring registration of my PhD to my new university in 2003, I requested and was given formal acceptance from the University Ethics Committee for my research.

Ethical issues before the research

Altrichter et al (1993) suggested that the researcher should consider the ethical justification for their research and asks the question: “Are the research methods compatible with both educational aims and democratic human values?”. They claim that action research should be governed by ethical principles in relation to negotiation, confidentiality, participant control and recommends the use of a negotiated ethical code of confidentiality.

Schon (1983) identified a problem for professionals in that they have a vested interest in prolonging conflict. I encouraged the students to commit to deliberately addressing conflict, and addressing difficult personal and moral issues which potentially could have negative consequences. I therefore have a responsibility in being aware of my duty and the likely consequences of engaging in moral dilemmas. I wanted to demonstrate integrity without undermining the integrity of the stakeholders within in my work.

Further ethical questions for me as teacher and researcher were:

1. How could I gain informed consent from respondents without influencing their honest and open responses to questions?
2. How could I ensure that the data gathered from participants was a true, legitimate and

authentic reflection of their values, opinions and attitudes?

3. How could I ensure that students understood the principles of ethical research and applies an ethical approach to undertaking their own ethical research?
4. How could I facilitate learning of ethics and integrity without being biased, without undermining students' values?

My use of action research and the methodologies that I have proposed is suitable for my research questions into my practice. I will describe and explain the concrete activities and action that I took in the subsequent two cycles in Chapters 4 and 5.

Chapter 4 – Action Research Cycle 1

Introduction to Cycle 1

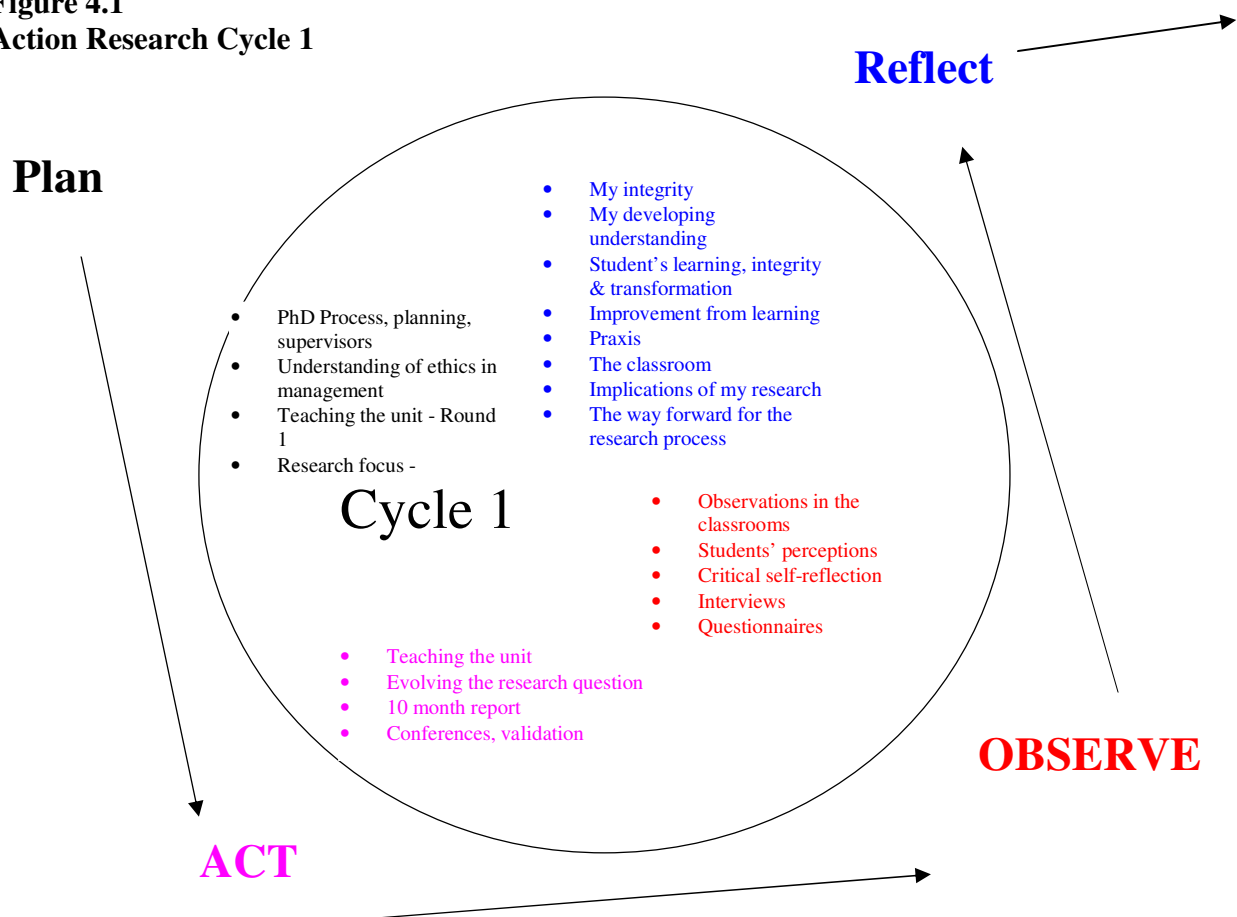
The focus of my research, the development of integrity in practice through the teaching and learning of ethical management, posed a number of intellectual and moral questions in terms of: What should be included in the content for the learning? How should I teach ethics and what approach should I take? What were my ethics and integrity as teacher/researcher in this context? How could students learn ethics, and what effect would this have on their integrity? and why was I focussing on integrity as a central focus for the project?

This chapter includes a detailed explanation of Cycle 1, which includes summaries of the wide range of qualitative and quantitative data collected throughout the process. The detailed account of the investigation mapped the various stages of the cycle, adopting the action cycle approach of ‘Plan, Act, Observe and Reflect’.

This cycle has therefore explored and mapped my practice as a teacher, and the development of my emerging understanding of integrity throughout the first round of teaching and researching the unit between 1999 and 2000. The map for the Cycle outlines the key events within the cycle (Refer Figure 4.1 below). I decided to develop my research and teaching on several levels. I researched my praxis and understanding of integrity in practice in my role as teacher/researcher. I researched my engagement with the PhD process, the use of action research and my engagement with a wider academic audience. I have also critically analysed my students’ learning within the classroom in their engagement with me and other the students, as well as in their own project work.

Finally, I informed the debate by critically analysing academic research and literature on the teaching and learning of ethics, particularly in relation to notions of integrity

Figure 4.1
Action Research Cycle 1



PLAN

The planning for Cycle 1 commenced in February 1999, with a view to teaching the first 12 week unit in January 2000. My main concern was to attempt to plan and develop the action research project in tandem with the planning of the teaching of the unit, so that the research informed the planning and would offer a foundation for future teaching and subsequent research.

My engagement

I decided to offer the prospective students the opportunity to adopt an action research approach in their own studies for the 12 week module in Ethical Management. Action research being predominantly concerned with change, development and innovation in practice seemed appropriate for the students in their investigation of ethical dilemmas. (Altrichter et al 1993:201). Action research allows me, as a teacher/researcher, to consider and question my motivation and ideology, to reflect on my actions and the consequences of my practice, and it also allows the students to consider the self, identity and integrity within the process.

I had recurring thoughts throughout my preparation for the teaching of the unit of the interaction of my professional and personal values. I began to reflect and question my core values, through the compromises and contradictions that were imposed on me as a teacher, that, on the one hand I had to remain detached and objective in my position of authority, but also that I wanted to develop a meaningful relationship with the students. Equally I needed the students to consider ethical dilemmas from an objective perspective as prospective managers, but also to engage their own personal values to guide their practice. I therefore recognised that there were a range of both

cognitive and affective capabilities that would need to be engaged with. I wanted the students to develop their understanding of ethics in management, but also for them to engage at a personal level. I was aware that I was blindly searching for an answer at this early stage, but a focus was gradually taking form. The notion of integrity was not clearly defined but offered a guiding inspiration.

Throughout this period of planning and preparation, I had to jump from the shoes of the researcher to that of the teacher, aware that the two processes were feeding off each other that I had the responsibility for the integrity of the process, and that my students would be beneficiaries of the research. Vince (1999) considered these assumptions around research and learning. He was interested in ways of researching that revealed both the possibilities and the barriers to learning and change. He asserted that action research considered collaboration and participation from the people who were being researched as a vital element of the sense-making process. Dochy et al (1999) highlight the shift towards supporting students to develop into reflective practitioners, able to reflect critically upon their practice.

The ethical dilemmas of the teacher as researcher often reared its head and I had to critically consider and judge the extent to which the research was to drive the teaching and vice versa. I decided to adopt a policy of openness and collaboration, of ensuring that those who were to participate in the process should do so freely, that they were to be fully informed of my role as their teacher but also that I was a researcher. The balance between the two started to engage my integrity. Notions of maintaining the whole, of honesty all these common definitions that offered a

guide to conduct but also underpinning my justification for the focus. The integrity seemed to be a process as opposed to an end.

By March 1999, I felt that I was still searching for deeper understanding of my choice of the approach. I had read so much that had informed the focus, and the literature review and initial research were beginning to mushroom out of control. I questioned the legitimacy of my own role as a teacher of ethical management, a concern I brought up with one of my supervisors, who reassured me that as an established lecturer I already had that legitimacy. I also questioned whether I would be able to maintain this notion of integrity throughout my work. The realisation that I was living my philosophy anyway, and that the action research was offering me the opportunity to put my integrity into action, encouraged me to settle into preparing for the unit.

The underlying principles of the development of praxis emerged for me as underpinning my approach. Espousing my own values and researching the perspectives of others' values seemed highly appropriate for exploring ethical issues in the context of management. The approach of personally engaging in deep, critical reflection on the issues as well as allowing others to voice their own values in relation to those issues through peer validation could be a useful forum for learning. I was very aware that my integrity would be judged, as I was questioning others' values and ethics. I was going to ask students to 'open-up' in the classroom. I was aware of the potential dangers of doing so, and I needed to reassure them that I was going to be ethical in the way that I managed the sessions and the learning. I was aware that I needed to try to demonstrate integrity in all the interactions that I had with the students.

I considered that I might be treading on some potentially controversial areas of ethics which many of the students would have had first hand personal experience; whether it be discrimination or other sensitive subjects. I believed that I had to be unbiased in my views but also not to be frightened to address contradictions that might emerge in the classroom. I would be questioning assumptions behind students' values without undermining their credibility with an audience. I would need to tread a fine line between being a facilitator who was aware of the complex dynamics of the context of learning as well as the potential dangers within the group. I assumed that the students would be empathetic in their general approach to others' research, but I felt that I would be an important role model of the expected behaviour within the learning environment.

I was concerned about my limited philosophical grounding in ethical theory, but I was an experienced teacher with a wide experience in management that I felt I could bring into the context. I felt that it was important to read around the theory of ethics to develop a deeper understanding of the philosophical principles. I was questioning my competency as a potential teacher of ethics.

My research

During this planning period in July 1999, I attended a PhD Summer School at the University. This allowed me to explore issues of originality in my research. The session encouraged me to reflect on the originality of my proposed approach to teaching, as well as the research itself. The exercise of briefly describing the focus, of developing integrity was crystallised at this point through sharing my research and ideas with other PhD students.

Whilst searching the literature around integrity, different resonances for the word integrity emerged. The conduct of the person in relation to ethical problems had urgency and poignancy, and seemed to have real importance. The philosophical debates about the moral rights and wrongs tended to revolve in circles. It was the way that the underlying ethical dilemmas had been caused, as well as the way that the dilemmas had been dealt with which seemed far more challenging and relevant in this context of management learning.

My first experience of engaging with the Business Ethics academic community was in August 1999. I participated in a workshop run by the Institute of Business Ethics, which was the publication of a piece of research commissioned by the Institute (Cummins 1999) into the extent to which business ethics was taught in UK universities. The report identified that although on the increase, the teaching was fragmented and largely ignored as a peripheral subject area. The research stressed the importance of the context of exploring ethical issues, but it also demonstrated the resistance to teaching this subject matter. The key question for me to emerge from the research was if this is such an important issue for business, why was it being ignored? Was this precisely because it is difficult to teach without embracing the need for the lecturer to try and demonstrate it, which was leading me to consider virtue?

I considered how ethics could be integrated effectively into a course of study which offers something meaningful as opposed to imposing what could be viewed as some form of indoctrination (Mahoney 1993) or at worst a sermon (Best 1996). Mahoney's approach to the teaching of ethics suggested that students should be helped to find their own answers in an informed way.

"Just 'giving answers' could incur the danger of indoctrination or dogmatism, or the risk of teachers peddling in their own ideologies or personal idiosyncrasies"

Mahoney (1993:13)

He outlined an overview of a syllabus in business ethics which included corporate responsibility, of application of stakeholder theory, and how business should be conducted ethically within free market conditions.

I also attended a lecture in November 1999, at the Royal Society of Arts in the series 'Ethics in the Workplace' given by the Rt.Rev, Richard Harries, the Bishop of Oxford. This was an interesting example of how someone was trying to expound moral and virtuous approaches to responsible business, and who was confronted with a somewhat hostile business audience who argued for an amoral stance to tackling ethical problems saying that 'money-making' was of primary important and that moral issues were of secondary importance. I wondered at the time if my approach to teaching would evince the same response from the audience of students and that I may be in for a 'rough ride'. The politics and power issues in dealing with ethical issues came to fore for me in the lecture, and I wondered if it would be dangerous to voice my own views by adopting a moral standpoint with students.

I was aware of the role model issue implications of teaching, but equally I also felt that when dealing with young adults you cannot preach and that they would judge my integrity in what I say as well as the way that I present and manage the learning. I felt that it was important in the teaching to be the facilitator of learning but not impose my views on them, but act as a role model and moral exemplar.

The place of teacher as role model was therefore an important one for me in this context. My position as teacher will influence the students as to what is expected of them, in terms of ethical conduct within the classroom, within their project work in conducting their research and learning, and in the validity of their claims.

Statman (1997:13), in relating virtue ethics to education stated that:

“Becoming a good person is not a matter of learning or ‘applying’ principle, but of imitating some models. We learn to be virtuous the same way we learn to dance, to cook, and to play football – by watching people who are competent in these areas, and trying to do the same . . . According to virtue ethics, education through moral exemplars is more effective than education focused on principles and obligations, because it is far more concrete”.

Statman (1997:13)

During this period I began to map the literature on integrity and began to link in the inner and outer boundaries of the research focus. This process of mapping was useful and was to become a periodic feature of my work that I would map out how I saw the development of the concepts and ideas with integrity at the centre.

The Teaching & Learning of Ethics

As I briefly mentioned earlier, and now as a key reminder, the taught unit ‘Ethical Management’, which was the main focus for this inquiry was a final year degree programme, modular option which was open to undergraduate students studying Hotel Management, Tourism Management, International Tourism and Hotel Management, and Combined Honours (Tourism Studies) in the final semester of the final year of their degree. The profile of the students was international with people from diverse ethnic and cultural backgrounds.

The preparation for the teaching of the module started 11 months prior to the first round of teaching which worked simultaneously with my PhD research. I had inherited the validated unit from a colleague who had developed it using the principles of action research. My initial planning for the teaching focussed very much on technical issues of ethical management, of other approaches to the teaching of business ethics and looking at ethical issues on a macro level such as organisational and management issues. Questions emerged for me very early on in this period were “Should managers be put in a position of having to compromise their own values?” and, “How should managers deal with the ethical dilemmas in their work? ”

At this early stage, I kept a fairly open mind about the approach to the structure and delivery of the unit. I was aware of the type of student on the courses that would choose this optional unit, their cultural backgrounds, their ages, their expectations at this final stage in their degree programme, as well as their intellectual capabilities as well as their learning styles.

I was aware before I started the unit in January 2000, that I had taught many of the students throughout their studies in different subject areas, that I had already built up some element of trust and respect over the years, as their teacher, and for many their personal tutor as well as Course Director. Equally there were a new set of tourism students on their fourth and final year of their studies, whom I had never met before and anticipated that the relationship would be somewhat different with them, particularly in the two hour seminar sessions where I would see them within their own smaller separate groups.

Context for the teaching and learning

Barnett (1997) discussed the development of criticality, from a process of critical reasoning, to critical self-reflection, through critical action with an aim to develop students as a ‘critical being’, and through this process:

“The emancipatory potential of critical being in thought, in self-understanding and in action is being initiated”.

Barnett (1997:8)

I wanted the students to be critical, but also place themselves at the centre of the ethics, to start engaging with their own values, considering both subjective and objective perspectives.

The unit was therefore designed to consider issues of personal and professional integrity, ethical management, corporate responsibility, and leadership issues. Hunt considered the characteristics of a good leader, namely strong personal ethics, a dominant trait of good leadership, and ‘honesty and fairness’ as a source of loyalty and trust in an organisation.

“Thus, integrity in the sense of seeing the whole picture, as well as in the sense of attempting to achieve congruence between personal beliefs, management decision-making and organisational aims is a core leadership characteristic. Managerial integrity, of course, also means ‘doing the right thing’. This is where ethical judgement inextricably links with leadership qualities” (Hunt 1986:11).

The sessions would be underpinned by guidance on action research, the projects, the assessed validation sessions and completing of the coursework. I realised at this planning stage that the task would be challenging, in view of the tight 12 week timescale, as well as that this was for me a new venture. I was being very ambitious with my intent to integrate action research, but felt that I could somehow bring all the variables together.

I had inherited this unit from another colleague, but was not provided with any guidance, support or learning materials to deliver the unit. This, however, allowed me to start with a clean slate in terms of how and what could be delivered. I felt that the unit needed to have its own integrity within the syllabus as a whole. I needed to maintain some notional coherence, and consistency with other parts of the course. I felt that the 12 week module should be taught with a combination of one hour lectures, and followed by two hour seminar workshops to examine and explore ethical dilemmas through discussion, case studies, videos, validation presentations and so on. The one hour lectures were designed to introduce students to ethical theory and principles, so that they could start to apply those principles to ethical dilemmas.

There were a number of risks involved in trying to adopt a reflective approach to learning ethics for my students. McDonald (1997) considered that in the Western model of pedagogy that students are provided with information about ethics, but are rarely asked to analyse their own behaviour. This is due to scepticism about the practical impact on future behaviour. He proposed an adoption of the approach taken in India of self-reflection and personal transformation, and makes practical suggestions for integrating them into Western teaching practices.

The students were unlikely to have any experience of the action research paradigm, and they would also have little or no formal knowledge of philosophical ethical principles. I was a novice, as a teacher of ethics, as I had never taught the subject before. I was also responsible for course management, as well as the teaching a number of non-ethics management units at the same time, which would require considerable time and attention. The modular format for the unit meant that

the learning would have to take place and be completed within 12 weeks, which would be a considerable challenge for all concerned. I was concerned that I may be overloading the students with content, and whether I could cope with the rigours of the workload.

The teaching and learning environment was to be a place for reciprocal trust and understanding, allowing people to develop from the dynamics of shared understanding as well as explore their own inner values in the context of management learning. The use and adoption of an action research approach for me, in my research, as well as for the students in their project work, was a structured way of establishing a collaborative environment for learning.

The action research approach would be, for them, a new way of approaching research, they would be unfamiliar with putting their own subjective viewpoint and values to the fore when undertaking their projects. Students generally do not have a problem in having an opinion on controversial subjects, but to write about deeply held values and put the 'I' into their written work, as opposed to adopting an objective approach, would be challenging.

Environment for learning

I decided to deliver the unit in the standard lecture and seminar format as these final year students were familiar with this approach of an hour of formal delivery on a wide range of theoretical subjects related to the theory of ethics, action research methodology, as well as contextualised subjects relevant to their respective specialism in tourism and hospitality.

I was aware that factors such as timetabling of lectures and seminars in the week, as well as the day would inevitably have an influence on attendance, participation, and interaction. I wanted to offer an environment that would be both dynamic and supportive and that people could be safe to 'open up' without fear of recrimination. I therefore decided to establish 'ethical ground-rules' from the start, that there would be confidentiality and respect for the views of others. I decided to ensure that the tone in lectures and seminars would be reasonably formal but allow students to take control of the learning process in the seminars and in their project work. I would facilitate the structure of the session, but allow them to take the reins, in an active role, with the aims of getting them to reflect in a deep way.

Marton (1975) considered that deep learning concentrates on 'discourse', and an 'active' approach to learning, which includes, significantly, a notion that the student would internalise their learning, making it part of themselves, and relate it to their real life. This is what I was hoping for.

I planned to adopt a varied range of teaching methods throughout the 12 weeks of the semester. I planned to encourage the students to work within different sub-groups to tackle small exercises and case studies allowing them to make individual and joint decisions about various ethical scenarios. These scenarios were to be contextualised to hospitality and tourism industries so that they would feel some affinity to the dilemmas faced by the players in the dilemmas. It would also allow students to become familiar with the likely response they would get from voicing their opinions. I felt that I needed to encourage participation and let the groups discuss and establish their own forum of discourse. I was most concerned that the learning should be at a deep,

reflective level. Prosser and Trigwell (1999) identified the link between the quality of learning environment and 'deep learning' outcomes.

The assessed coursework project was 'Investigating an Ethical Problem - A Personal Inquiry'. The students were to undertake a small-scale reflective project using principles of action research, which required them to identify and research a concern that they may have in relation to the hospitality or tourism industry. In a mirroring of my approach to action research, I planned that the students would identify and put forward their value position in relation to the problem or dilemma, that they would then research, test and attempt to apply a critical and ethical approach to their research and literature review. I would facilitate and give support towards the completion of the research. The seminar validation sessions, were to include a peer assessment as part of the process, which would be formative in nature.

Dochy et al had undertaken a review of the use of peer assessment ranging from methods which included: getting students to rate others, without any specific assessment criteria; to offering feedback of a qualitative nature, providing both formative and summative assessment, which formed part of a learning process. They claimed that peer assessment could foster high levels of responsibility amongst students, requiring that the students be fair and accurate with the judgements they make regarding their peers. They concluded that "the use of self-, peer and collaborative assessment are important in moving the student/tutor barrier and in developing enterprising competencies in students, and can lead to greater motivation and 'deeper' learning" (Dochy et al 1999:337-345).

I planned to integrate principles of integrity and praxis as the core of the philosophy of the approach for my students. I developed a package of handouts and lectures that would gradually allow them to understand and apply some of the principles over the first few weeks of the semester.

Many of the students had some experience of the world of work, having undertaken a year's work experience in their respective industries as part of the course. They had not yet been exposed to the day-to-day pressures of being a manager. They may have gained however an appreciation of some of the ethical dilemmas for managers in business and management. The unit aimed to offer them a framework for them to engage in a personal dialogue, and question their own values starting with giving them an awareness of the issues through to more complex contradictions of the ethical dilemmas in the management role.

Oddo proposed another approach to teaching business ethics:

" . . .that students should apply their own personal values to business ethical issues in the classroom, thus providing future business leaders with a process for resolving ethical dilemmas".

Oddo (1997:293)

He also identified conflicting literature and perspectives from academics, that some considered that:

" . . .ethics and/or morals are learned in early life, and that by the time students reach college, they are either honest or not".

Oddo (1997:293)

The students, being in the final year of their degrees, were highly experienced as learners, and I was confident that they would be able to pick up the concepts, theories and approach to learning

using action research, but I primarily wanted them to take ownership, with the potential for liberation (Rogers 1986).

The lectures and seminars

I thought that the early lectures and seminars in the first half of the semester should be intensive in terms of the delivery and engagement with ethical theory, identifying ethical dilemmas, exploring and applying different models to consider the ethical dilemmas, integrating action research principles and methods to their work, but most importantly getting the student involved in the exercises and discussions and getting them to ‘open up’ and get involved with the learning. The later seminars and lectures, I felt, should concentrate on the students’ research, but reinforce principles as well as contextualised knowledge. Many of the seminars would have to be devoted to the validation sessions.

The introductory lecture was to be an intensive review of general principles of ethics, morals values and then applying these principles in the context of ethical dilemmas for managers. The following two lectures were again designed to reinforce theoretical ethical principles with underpinning notions of the theory of duty, consequences of action and in particular virtue in the management role.

Statman (1997:3) offered two clear distinctions in ethical theory between the ‘ethics of virtue’, and secondly ‘an ethics of duty’. In the latter he grouped deontological and teleological ethics together, since he considered that the two shared essential characteristics, namely that human beings were bounded by some universal duties; that moral reasoning is a matter of applying

principles; and that the value of virtues was derivative from the notion of the right or of the good. He identified the problems of these concepts of duty and obligation, which have encouraged a legalistic view of morality. He also highlighted the problem that common theories of duty focus more on the happiness of others and failed to recognise the importance of our own happiness.

The principles of action research were also to be reinforced in the lectures to support their emerging work on their project work. In subsequent lectures, I planned to introduce a number of key models for students to use as decision making tools in their seminar work as well as in their project work. The models that I had identified during my general reading on business ethics, which seemed appropriate included, Hall's (1992) five point test for ethics, Di Norcia's (1998) stakeholder analysis approach, and Khan and McCleary's (1996) adapted model for ethical decision-making in business settings. Hall's five point test for ethics was a simple tool for initially exploring an ethical dilemma, by asking the five key questions: Is the decision legal? Is the decision fair? Is anyone hurt by the decision? Is the decision honest? Can one live with the decision? The five questions should start engaging students in discussions applying three ethical theories of deontological ethics, teleological ethics as well as virtue ethics.

I felt my lectures in the middle of the semester should tackle organisational ethics, as well as notions of the integrity of organisations, professional issues as well as codes of ethics. The lectures in the final half of the semester would be more detailed in the context of hospitality and tourism management, exploring ideas of workplace issues including harassment and diversity, ecotourism, and general business ethics issues. I wanted to ensure that the syllabus would be covered in the limited time available.

The seminars were planned to allow the students to interact with the content of the lectures each week, and to apply some of the principles of ethics to various contexts, and most importantly to discuss, reflect and interact with fellow students to formulate ideas and exercise their ethical selves. I also envisaged that the seminars would be the main focus for offering a forum for students to have a voice on somewhat controversial issues that directly and indirectly impacted on them both personally and professionally. The venue for the seminars were, to a large extent out of my control as I could not choose the seminar room from the wide range of lecture and seminar rooms within the Business School. I wanted to be able to adjust the layout of the rooms to move away from the structured classroom format to a more open environment of circular arrangement of chairs with me sitting within the circle. This was both to offer a more natural conversation and to get away from a traditional didactic layout with the teacher at the front, and the students in rows.

The seminars would either be directly linked to the content of the lecture that week, or would be distinct exercises building on their cumulative knowledge gained across the semester. For example, in the second week lecture I planned to deliver a range of ethical theories outlined by Gensler (1998) and in the subsequent seminar introduce a case study in the context of unethical conduct in a hotel whereby the students could start to apply some of those principles. In the week three seminar, I planned to introduce an interactive BBC video 'Business Ethics', so that the students could again apply some the theories, ideas and principles developed over the first three weeks of study. The seminars from week 6 onwards would be the student validation sessions, with each student presenting their developing project work to peer groups, so that they could make claims to knowledge and understanding that would be validated in open discussion.

Validation

I decided to integrate a validation session as part of the assessment process for the students. Each student would focus on presenting and validating some initial claims to knowledge, mid-way through the module, to a critical audience of peers, lecturers and in some cases invited managers from industry to explain the dilemmas. They would be asked to put forward their value position in relation to the ethical dilemma and propose some initial claims as a result of having undertaken some preliminary research. Their research would be largely qualitative in nature, either through interviews, discussions, focus groups and other forms of research. Students would be given the opportunity to set the criteria by which their validation was to be judged. This would allow the students to take control of the assessment process, as opposed to giving the students a specific assessment criteria to meet within their research. I would judge and assess them according to academic criteria. The feedback and assessment was intended to be formative.

McNiff (2002) argues that we usually judge success in terms of criteria. For the students to set their own assessment criteria would allow them to maintain autonomy, particularly since they would be engaging in a personal exploration of their own values, and construction of their own knowledge in that engagement. McNiff (2002:106) also highlighted the concerns over the academic rigour of this approach, as the standards of judgement used by the academy tend still to be of technical rationality. She states that this was one reason why action research accounts need to demonstrate internal methodical consistency, so that work cannot be rejected on technical grounds. I wanted to balance between giving the students freedom to choose their own criteria, but ensuring that they were rigorous in their approach to allay these concerns.

I designed the assessment for the validation so that the learning outcomes for the ethical management unit could be met in a formal way with me as assessor with a defined assessment criteria for the whole, but I felt that it was important that the students set their own criteria for assessment by the peer group. The peer validation group would not formally mark the work, but would test and make judgements as to the claims' validity. It was envisaged that this sharing of the assessment process would offer an interesting and collaborative learning environment for the individual student as well as the participants, and it would indeed mirror my research and approach.

I had identified that undertaking validations that this process can be problematic. McNiff et al (1996) explored some of the common pitfalls shown up at validation:

- failure to separate description and explanation
- failure to distinguish the action from the action research
- confusion between data and evidence
- presentation of raw data rather than summarised data
- failure to record the meeting
- failure to treat the validation event as a part of the research process to be described.

McNiff et al (1996:26)

I wanted to explain these pitfalls as part of the briefing as to the philosophy of the approach.

ACT

Teaching & Learning of Ethics

The students chose their final semester options through a special workshop in December 1999 prior to the new semester, given by most of the unit co-ordinators delivering the units. I promised potential students that the Ethical Management unit would be demanding but rewarding, and that it would enable them to engage in a personal exploration of their values and that they would find the work challenging and that this would be a 'new' approach to learning.

The students themselves elected for the option from a range of seven choices. The profile of the students who chose the option was diverse, which was a fair reflection of the wide range of students within these specific degree programmes as well as the university as a whole. The age ranges of the students varied between 21 and 38, and were from a range of countries from Chile, China, Indonesia, Japan, Britain, India, amongst others. The Tourism Management students accounted for approximately half of all the students who chose the option. The remainder were to be made of Hotel Management or International Tourism and Hotel Management degree programmes. This meant that when it came to the seminar work, there were groups of students whom I had worked together with for the previous three and a half years, and others whom I had never met before.

The Lectures and Seminars

I was nervous and anxious at the beginning of the semester about the students and how they would engage with me and the learning. I was apprehensive about the scale of the task of teaching the unit, as well as conducting research at the same time. I had however felt that I was fully prepared

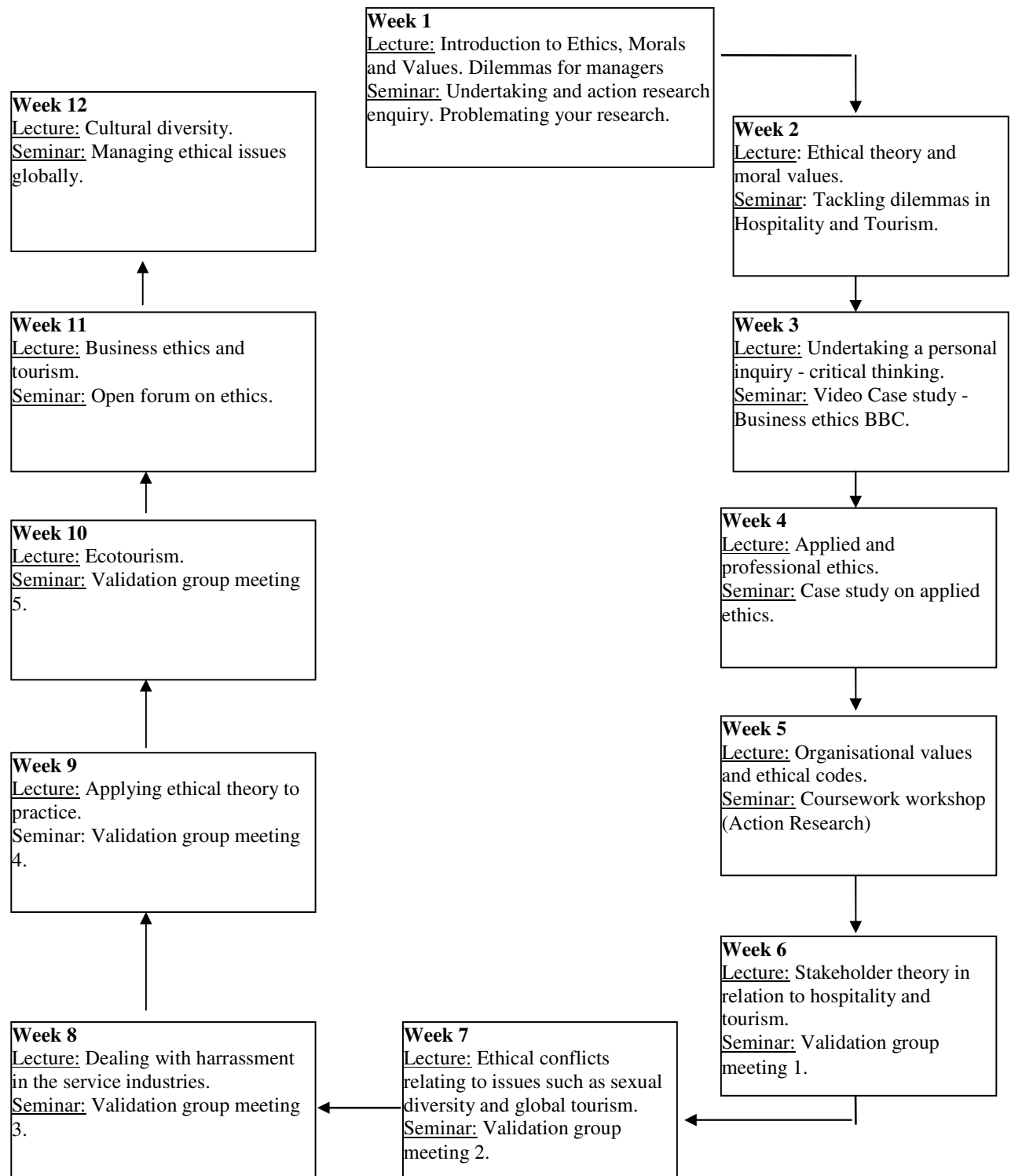
for delivering the unit, and that in some ways I had over-prepared. The final 12 week plan for the delivery of the unit is listed overleaf (refer Figure 4.2)

I wanted to make an immediate impact on the students, to demonstrate my enthusiasm and interest in ethics in business and management, and hoped that the students would respond to the subject and the approach that I had planned.

The two seminar group sizes were generally around 18 students and I was concerned of how to ensure that all were able to interact with the learning and participate. I had my own agenda for making this module work. I recognised that my own research into integrity was dependent on the students and their interaction with their studies. I was aware that I needed to counter this with caution, and recognised that I needed to demonstrate integrity in managing the process and instilling this in the learning environment. At this time, I consulted my PhD supervisors on these issues, sharing my thoughts and reflections, trying to make sure that my personal intentions of trying to achieve a PhD would not take precedence over the learning of the students. The triangulation of the observations and reflections of the process and learning was an important element in guiding me through this exploratory first round of teaching the subject.

Figure 4.2 Teaching model for Ethical Management in Hospitality and Tourism

Round 1



The first week seminar was a combination of introducing students to the unit and the assignment. As an ice-breaking exercise, I gave the students seven short contextualised scenarios of unethical management behaviour and management practice. The students were asked to work quickly, on their own, through the scenarios ticking the relevant boxes of a Likert scale of 5 categories from strongly agree to strongly disagree. The students were then asked to spend 10-15 minutes to discuss their answers with a partner.

Following some lively discussions, I encouraged students to highlight the dilemma which posed the most heated controversy within their sub-groups. I facilitated debate about why it had caused controversy and then went into detail about the scenarios, encouraging participation. This was a really useful exercise for me to gauge the level of their intellectual interaction with some fairly basic ethical scenarios. It also showed me the group's dynamics, and the extent to which students were prepared to voice their opinions within small groups. Some of the seminar groups had known each other for some years now and would have been familiar with group discussions, however this would have been possibly the first time the students could voice their own subjective viewpoint and values on ethical issues in a formal learning environment.

The seminar also involved the first stage for the assessed project. This included a briefing whereby students were given within the unit guide an 'Action Research Planner' form to complete by week 2. The students were to briefly identify: "What is my concern? What are the reasons for my concern? What might I do to research this? How will I judge if I am successful in resolving the ethical concern?" The form when completed would be handed in so that I could review and give suggestions for further developing the project.

This ordered and disciplined approach for getting the project started was to be essential in facilitating the project to evolve. I gave students written and verbal feedback by week 3 seminars and for some, by email. It was at this point that students began to really engage with the unit and the project. Students were encouraged to keep in contact with me through email, and if they needed help or support through this initial planning and research stage, then I would attempt to respond within a few days so that the research process would not be slowed down. I was aware that I was offering students my undivided attention throughout this early period and this was partly driven by my determination to make the unit work. I was also teaching two other management subject modules at the time in addition to the Ethical Management unit. I tried to ensure that I was not overstretching my own workload and over committing myself to assistance that I could not offer.

The completed planning sheet responses also gave me the chance to timetable the validation sessions from the list of students and the subjects that they had chosen for the middle of the semester. The students chose a rich and diverse range of ethical problems and dilemmas such as: “Ethics of performing and promoting tours to former concentration camps”; “Is it ethical to accept sex tourism as part of the tourism industry ?”; to - “Are sales targets, commissions and incentives ethical practice ?” (refer Appendix 2). Again the organisation and management of the timetabling was crucial so that all 32 students knew what deadlines they had to meet, as well as which validation sessions that they could choose to attend. Attendance to all the validation sessions was made voluntary and students could pick and choose, which validation they wanted to attend. They had to choose at least 6 sessions to attend. They tended to choose sessions in which they had been actively involved, as a friend or a colleague. Validation sessions timings and

subjects were posted on the main notice board for people to elect to join. This process ensured that at least 6 people would be attending the validations at any one time. This was important so that everyone's work was open to a useful critical debate.

The second week lecture focussed on theoretical underpinning on the theory of ethics. This was supplemented by a short reminder of the action research approach and the requirements of the course. The week 2 seminar was the opportunity to collect the completed 'planners' and provide some initial response to questions. I provided a case study which depicted a number of ethical scenarios for a manager of a nightclub. The exercise was an opportunity to start questioning the conduct of the manager and try to understand issues of conflicts of interest, but also to start using the language of ethics, that I had introduced in the lecture.

In the third week, I gave a lecture on issues around undertaking a personal inquiry which was underpinned by the principles of action research. I also introduced ideas around critical thinking. In that week's seminars, I arranged for a video package to be played (BBC - Business Ethics 1991) which was a somewhat dated video package in style, however the content and issues discussed offered an excellent interactive platform. The video, used a story from a Chekov play as a model to explore the ethical dilemmas faced by a doctor. The doctor was confronted by a having to make a difficult choice between the personal and the professional. The doctor, whose son has just died, was attending to his grieving wife. An aristocrat has arrived at the doctor's house to request that the doctor should attend to his wife who has suffered with an aneurysm. The doctor is torn between the care of his wife and his own grieving and his responsibility of attending to a patient.

The video also included a review and discussion by a panel of American business people and ethics experts. My own students could interact at specific points throughout the presentation so that they could attempt to answer some key question to the dilemmas faced by the characters in the shortened play. I had produced a basic handout having prepared a set of questions, which corresponded to the questions raised throughout the video.

In the fourth week, I gave a lecture on issues of applied and professional ethics. I explored the principles of applied ethics, but also raised the dilemmas for managers in the professional role. The question of what a professional is was also considered. The seminar included a short case on applied ethics, but most of the session involved offering feedback to students on their written proposals for their project work. At this time, I also explored issues and responsibilities of conducting research and we explored questions that the students should ask themselves throughout the research process, of planning, conducting, analysing and presenting data and claims to knowledge. I reinforced the notions of offering informed consent, and also reinforced questions of authenticity of interpretations. Polonsky (1998) argued that ethical issues should be incorporated into business student's research projects because many of the projects involve human interventions in subject areas such as marketing management, human resources management. One way of demonstrating ethical practice is by adopting an ethical approach to the research itself. It is a way of putting ethical principles into practice.

In Week 5, I devised small group activities asking students to question the involvement of different stakeholders in a range of 'real life' ethical scenarios. They were to use Di Norcia's (1998) model of managing risk with the different stakeholders and then report back to the whole

group their findings. The students found the application of theory confusing, although the sharing of findings was enjoyable.

In subsequent weeks, I gave a range of lectures to cover the remainder of the syllabus, but as the semester progressed, since I was aware of the topic areas that the students had chosen for their research I was able to contextualise the content in relation to their work.

The Validation Sessions

All students were offered validation sessions on dates allocated on a random basis across several weeks starting in Week 6. The students were given specific dates for their validation well in advance so that they could prepare for the sessions. They had to prepare for their session by providing me in advance with a one page summary of their research to date, to include their concern, any research that they had undertaken, any initial claims that they wanted to make, as well as a criterion by which they wanted their work to be assessed by the peer group in the validation session. The validation group would then offer feedback, and critical discussion on the validation session, with me as assessor offering a final conclusion and summary to give guidance to the session for completing their research. The validating group would then sign a document which validated that the student had met several criteria that they had set for themselves.

If a member of the validating group had felt that the student had not met one or more of the criteria they would have the responsibility to say so, and put on the validation form some suggestions of what needed to be done to complete their work. The signed validation form would be copied and then returned to the student so that they could use it within their work to validate

their emerging claims and research. This final stage was to include further research and completion of the project written up in 4,000 words which centred on supporting the final claims to knowledge from having undertaken the research. This again mirrored what I had gone through whilst on my MA course at Kingston University.

The validation sessions themselves offered students around 20 minutes to present their dilemma and the related research, offer the subject up for discussion and get the claims to knowledge validated. All the students would have been very experienced at giving presentations, having completed many throughout their years at the University. What was different for many of the students was that they were making personal claims to a critical audience. There was a strong element of autonomy and ownership about the subject matter, the way that it was researched and they had control over the assessment process. I facilitated the sessions, but largely passed over the responsibility to the students themselves. I encouraged students to tape record the sessions so that they could sample or even transcribe the sessions with particular focus on the feedback from the validating group. I would summarise some key observations and thoughts for the student and would specifically raise ethical issues that had arisen within their validation work and research. The data from the tapes could be used within their final report as further evidence and primary research to support the claims to knowledge and this would help drive the completion of the study.

I stressed the formative nature of the process, that the peer validating group was to be critical yet constructive and the validation would underpin the research that they were undertaking for their project. There were a number of concerns and anxiety expressed throughout the preparation process of how the validation session should be run and how it was to be achieved. This

demonstrated students' uncertainty with the new format. The early validation sessions set the scene for the other later validation sessions.

My Research and the Phd Process

I reflected on the dynamics within the groups' work and students' interaction with the wide range of activities during the 12 week of the unit, through journal and diary reflections as well as general hand-written observations. I adopted a policy of honesty within my research and I would discuss and encourage an adoption of an approach to informed consent within the syllabus. I wanted them to be aware of my and their responsibilities as ethical agents.

I discussed the use of action research with the external examiner for the degree programme who suggested that I should not make it compulsory to use action research, and allow the students to choose alternatives if they so wished. I advised the students, however they virtually all seemed to be keen to adopt the approach and were enjoying the freedom to be at the centre of the research.

The plan for the 12 week programme of learning for the students, (refer Figure 5) was developed along with the parallel programme for my research (refer Figure 6 overleaf), with a view to synthesis of the two. I used a range of research methods to collect data. I focussed on observing and reflecting on the dynamics in the class. I also conducted a number of interviews with a sample of seven students questioning them about their perceptions of the learning as well as their understanding of integrity.

OBSERVE

Summaries of observations in the classroom

The learning was reviewed with the use of observation notes, a personal diary and journal which I used to reflect the complexity of the learning environment and the interactions and responses that happened.

The 32 students tended to choose subjects related to their experience in the context of the hospitality or tourism industries (refer Appendix 2). The diversity and richness of issues raised, posed many problems for me in terms of my knowledge and expertise in the field, as well as being able to provide suitable feedback to students in the limited timeframe to allow them to develop their research. I was not a Tourism Management lecturer, but felt sufficiently confident that I could offer guidance on the approach that they could take and was able to engage in an informed discussion around the subjects areas. It emerged that the students were really engaging quickly with their chosen subjects, and that they recognised the importance of their chosen topic.

I tried to ensure that there was a safe psychological environment for learning, that views could be given freely and that contradictions could be challenged. I observed some interesting factors in the Week 1 seminar in my journal that were affecting the learning. 'Problems with the timetable', students were 'clock watching', 'problems with warming up'. When discussing the workload for the assessment, students were clearly worried about the workload. I made a comment in my journal 'I needed to reassure students of how to tackle the learning and the work'. 'Slightly worried looks'. I commented in the journal 'my position as a role model is important here in terms

of encouraging and facilitating learning'. Some of the students were having problems with my explanation of the adoption of the action research approach, which I was advocating. I tried to put the epistemology in terms of focusing on critical reflection.

The semester was timetabled so that the 12 weeks of formal teaching would be split with 10 weeks in the spring term, and the remaining two weeks of the semester would commence in the Summer term.

Those earlier sessions were crucial for setting the tone of the ethical discourse as well as setting some ethical ground rules in the classroom. I would try to allow people to demonstrate their own integrity in various ways, in the way that they thought and reflected on their own values as well as those of others.

I was aware that the two contrasting methods of lectures and seminars were very different in outcome. It was very difficult to gauge whether students were really engaging in the lectures since they were not speaking. The students were always attentive, and from their eye contact they were clearly listening and responding with laughs etc. I felt that I was 'on show' in the lectures, that I had the responsibility to deliver a great deal of content in a short and focussed way each week.

It was in the seminar exercises, case studies, discussions and project work that the students demonstrated their understanding of the ideas and concepts that I had introduced to them in the lectures. I reflected on whether they were able to use some of the theories and models that I had

integrated into the learning, but also whether they were questioning the different approaches as well as engaging in an ethical debate using both cognitive as well as affective capabilities.

Whenever the opportunity arose I would try to relate their project topics to the theory as well as the context of the subject for that week. I would try and make connections all the time so that there was a unified purpose throughout the lectures themselves. I was aware that the learning needed to have cohesion and integrity in the subject matter, so that if this experiment in learning was to be meaningful then there needed to be a well organised structure to the learning. I was not clear at the time about what type of learning was taking place.

The seminars offered a more intimate and dynamic forum for learning in terms of testing out attitudes, opinions, and applying ethical theory to dilemmas. The smaller groups of around 18 students, allowed for a more responsive interaction with the issues. My own views, opinions and approach would inevitably have some influence over the students, in relation to what would be acceptable ethical behaviour, and I therefore observed their learning, as well as their integrity in action as a result.

During the first week's seminar a number of students said that they felt that some of the seven ethical scenarios were a little simplistic at first. However, as the scenarios were being debated further they recognised that the issues and dilemmas were much more complex than they originally thought. They seemed to adopt a dualistic approach to the moral issues and in fact some of the students admitted that they had completely changed some of their original judgements from strongly disagree to strongly agree having discussed and debated the issues. I was encouraged by

their honesty as well as their enthusiasm for the debates. The students were from different ethnic and cultural groups, and it was interesting to see how the students were putting forward their values and analysis from wide perspectives with a great deal of respect.

The environment for future discourse and debate had been established at this early stage of the unit, which I felt was very constructive, especially as I had planned that the work would become more in depth requiring considerable critical intellectual skills. One of my concerns, which was to linger throughout the unit, was that even though the students were able to discuss the practicalities of situations and dilemmas, they would not be in a position to implement change since this was a simulated exercise. However real their research was, the change would only be in their understanding as a student. The students were instinctively applying ethical concepts and theories without realising which theories they were applying. I was alert to this and whenever possible a student put forward an opinion or perspective on an issue, I would quickly try to reinforce which ethical theories were being adopted such as: “well, as you can see, you are adopting an utilitarian approach to that scenario”. This would remind and contextualise the theory, that I had begun to teach in the lectures.

The second week lecture on the theory of ethics was challenging. The introduction of basic ethical theory was greeted with perplexed looks, but once I introduced the models to apply the ethical theory, the students began to ask questions of how the models could be applied. The seminar session case study ‘The Mustang Nightclub’, generated some dynamic discussions and I observed that they were becoming more relaxed, and discussing and laughing about the scenarios. They seemed happy to try out the models and were attempting to use the language of ethical theory.

The 'planners' which were submitted were detailed, with most of the students completing the forms, however many failed to complete the section 'How will I judge if I am successful in resolving the ethical concern?'. I think that I had not explained what this meant. I was to offer my feedback in the following week's seminar so that they could start working on their research.

The BBC video package 'Business Ethics' (BBC 1991), run in the week 3 seminar, produced some interesting and dynamic reactions from the students. Because the Chekov play had not been specifically in the context of the hospitality industry, I was concerned that the students would not engage with the video, as well as the difficult issues raised. It was clear that the students were initially uncomfortable with the dynamic process, but gained confidence throughout the two hour session. I had underestimated their ability to apply ethics to different scenarios outside management as the students were able to engage in a fairly deep intellectual discussion on the issues raised. I felt that my role was to guide the students through the exercises and questions raised, stopping and starting the video at key moments to engage the groups. The panel of managers within the video, who were undertaking a parallel exploration of the same questions that I was asking the students offered an excellent balance of perceptions and ideas, which would reinforce the discussions within my group. The video raised the interesting question of the use of plays and entertainment to explore ethical issues and dilemmas. The use of written case studies was a more traditional approach to exploring issues, but I felt that this medium was overused as a learning tool, and that the use of an interactive video with a moral story played out, would offer a stimulating learning experience.

My journal entry following the seminars for that week included the following observations:

“Video (BBC) went OK - I was not sufficiently prepared to use the video (seemed confident but did not spend enough time answering questions or developing people’s arguments . . . (need to get feedback)” Journal 2-19.2.00¹⁷

You will see that my concerns at this stage were quite practical. The video did however hold students’ attention. The ethical dilemmas for both parties, the doctor and the aristocrat, were discussed by members of the seminar group. I had to lead at first, getting individuals to engage in the ethics and the integrity within the scenarios. There was a hesitancy for some of the group members to participate in the discussions. The way the package was structured meant that at specific points in the package students were to stop and reflect on issues, either by writing down answers to pre-determined questions about the context or by discussing the issues.

My role here was to manage the package, the engagement of the students with the issues and encourage them to participate. There were a number of students who said nothing whilst a small groups of students out the 18 dominated discussions. There was a combination of subjective viewpoints, some really enthusiastic, often making value judgments about the scenario for the doctor in the story. The students discussed the conflicting dilemmas around issues of self interest as against notion of the common good and utilitarianism. The students seemed more concerned about the conduct and integrity of the characters as opposed to discussing the general consequences of their actions. The video and the package had a very positive effect on the group as they became more confident about engaging in critical discussion about the professional and personal ethical dilemmas confronted by the characters, as well as its relevance to the management context.

This was only the third week of the unit, and already the students appeared to be engaging well. Being the first time that I had taught ethics, and the first time that I had used this video package, I was more concerned about making the two hour session run properly, so that it was not too rushed or overloaded. The context of the video and the examples given during the workshop seminar would be mentioned and reinforced later on in the module to remind and highlight the practical nature of applying ethics.

Attendance at lectures and seminars in subsequent weeks was high. I delivered the range of contextualised lectures, reinforced by underpinning guidance on the use of action research. The seminars in weeks 4 & 5 were used to prepare the students for their impending validation sessions to commence in Week 6.

The validation sessions that I had timetabled for all the students back in Week 3 were well attended. Students were given the choice of selecting a minimum of six validation sessions to attend in the following weeks. The presenter was encouraged to invite critical friends to attend the session, as well as significant others such as lecturers, or managers from industry which would either be there to question the claims, or to offer support to the evidence being provided. The students presenting their dilemmas and research would set their own criteria for the validation group to assess the initial claims to knowledge being presented. The students who gave their validations early on were somewhat nervous in the delivery of the material, not being fully confident with the process, however the academic quality of their research and claims was of a high standard. I had experienced this same unsettling but rewarding process when undertaking my Masters Degree validation.

¹⁷ Refer Journal 2 19.2.00.

Most students asked permission to tape record the sessions. Most were able to offer a convincing and detailed account of their research, and when they came to offering a response from the validation group, I was surprised at the depth of engagement that the validation group had, and that they were able to challenge and confront the data and supporting material. The validating group were asked finally to sign a form which confirmed that, as a member of the validating group, that they accepted the claims. I encouraged the group to state any concerns that they had, for the student to offer further evidence or analysis on completion of the written project. The written feedback from the peer group was generally constructive and the student giving the validation could use the signed forms as evidence within their final written project. I would guide the discussions keeping on focussing back to the criteria. I felt that my role at the end of the session was to summarise the key points raised and get the students to consider how to reflect on the process and complete their written project work. My role was to complete the academic assessment for the students, and student were given marks and verbal feedback individually at the end of each session.

The Easter break of 3 weeks posed a number of problems for some students. Some were timetabled to give their validation session after the break, and felt that they were at a disadvantage to those presenting earlier. The later validation sessions were however, more relaxed in terms of students worrying about the validation process. Many students were now experienced in the process and expressed the positive value of the overall approach. Once the seminars had completed in Week 10, the attendance in the remaining session was sporadic, although most students attending would use the sessions to question me as to how to complete their work,

reviewing drafts and checking that they were able to integrate ethical theory when supporting their claims. It was during this period that I asked attendees to volunteer to participate in my interviews for my research.

Summative Research on Completion of the Unit

As part of the regular quality review within the university, students were asked to complete anonymous and voluntary Unit Evaluation Questionnaires (UEQs) towards the end of the semester. The questionnaires were forwarded in raw form to an independent organisation which collated key statistics, as well as qualitative comments that students make in two categories: Aspects that students found valuable; and how certain aspects of the unit could be improved. The qualitative summary of comments has been included (Appendix B). Students had generally seen UEQs as a chore, and seldom went beyond making general comments about specific aspects of a unit.

I have analysed the summary comments of the UEQs below, in order to obtain another perspective on my critical analysis of the students' learning in relation to personal integrity.

I was surprised at the enthusiasm within the comments about the value of the unit. They were able to clearly express their judgements as to the positive 'value' of the learning, and "The unit was one of the most interesting and valuable of the 4 year course"; "...extremely valuable and interesting"; "interesting and relevant"; "The whole unit was value and interesting".

They expressed more varied comments, and in particular the reciprocal nature of the engagement with others. “. . . I learnt loads on how other people think”; “. . . very open and personal”; “The assignments made from different students has directed me how to tackle the problems”; “It was an interesting way of research, getting information from other people”; and “Open to discussion and unbiased”.

They expressed their feelings in emotional terms: “The style of the research was enjoyable”; “I’m happy I chose it”; “Subject was very motivating, as we could express our values and feelings”; “It made me question my values”; “Good unit. Great teacher !”

They appeared to relate their learning to their place in management and reflected an emerging identity: “I have learnt important issues that exist today in the hotel industry”; “I learnt a lot that I will use in my future career (whatever that might be)”; and “. . . improving organisational skills”.

They commented on the practical aspects of the delivery of the unit: “Coursework difficult but the right amount”; “Much also learnt through action research methods”; “Unit guide well laid out and informative as were handouts”; it was also here where the students commented on aspects for improvements, mainly in relation to start times, breaks, resources, and thoughts on more practical case studies.

What seemed to emerge from the UEQs was a message about how the unit was somehow very valuable at an emotional level, and that the reciprocal nature of the engagement was significant,

and they related this to some future role as managers. They were making judgements about the practical nature of the unit and the way that it was managed.

Some of the limitations of UEQ summaries were that the comments were open to interpretation and there was no way of getting further clarification of what was meant by any specific comments. The UEQ's were not completed by all the students, and it only offered a snapshot of their perceptions at that time. The UEQs would therefore only be used as guide as to consider how the unit could be improved.

As part of my research, following teaching the first round, I interviewed a sample of 7 students who volunteered to be a part of my research. These focussed, semi-structured interviews also offered a valuable insight into their learning and development. Students were invited to attend these interviews which were tape recorded and transcribed. The sample of students was random and the set of questions that were asked were open in nature (refer Appendix 3).

The interviews formed the foundation for individual case studies (refer Appendices 7-a-g) which offered a summary of their work, and their perceptions of their learning. The cases were included here to show the depth of their engagement, as well as to help raise important issues for my research. The data from interviews and the subsequent cases were to be compared and analysed later on in Cycle 2 with the use of Winter's (1982) Dilemma Analysis, to identify any emerging contradictions from their perceptions and my analysis.

I wanted to use a case study approach to could capture the uniqueness of the students' voice, that explored the individual's perceptions of themselves, their integrity and learning. I could offer findings and results to support my improvement in practice as well as the understanding of my integrity in practice.

Some interesting points emerged from an initial analysis of the interviews in terms of their honesty and conviction of their responses. They all had deep seated assertions as to the positive value of the approach of undertaking a project which explored issues which are of direct concern to them, since they are allowed to have a 'voice'. They took take an emotional involvement in the dilemmas as they were asked to put forward their value position, yet at the same time took a balanced and ethical approach to the research and made important claims that they can have validated.

Many were agreed that their values had not changed, however the act of questioning the ethics of a situation made them more aware of their own values in the different contexts. The learning of ethics using this approach allowed them to understand the complexity of the issues from what originally seemed to be a clear black and white scenario. Some students explained that learning ethics makes them more cautious about their approach to decision-making, of there being a balancing required to maintain a sense of wholeness and restoring order.

Common definitions of integrity emerged in terms of 'fairness', of 'not compromising standards', of the link between 'integrity and wisdom'. Many of the students experienced characteristics of profound deep learning within their projects. Some became very emotionally involved in the research on a personal level and it was affecting them psychologically. This brought to the fore for

me the dangers of facilitating this form of inner reflection. Students were counselled in the ethics of research and were given support to tackle the personal issues. Interestingly, although the students voiced very strong views and concerns in relation to the dilemma, when dealing with the opposite opinions of respondents, which may have been in direct conflict with their values, they were 'able to see things from others perspectives'. Some felt that learning ethics made them more ethical, particularly in the way that they value things.

There were clear distinctions which can be drawn between the males' view of the unit and their subsequent learning, as compared to the females interviewed. The males students tended to view ethics in relation to the context of ethics at work and what they considered to be acceptable ethical behaviour. They reflected on their own learning and how researching values and ethics highlighted the importance of the perspective of others.

The female students tended to adopt a clearer view of what integrity was, and talked of the 'transformative' and 'empowering' nature of their understanding. There was disappointment shown in the lack of integrity in others, particularly in situations where the values espoused did not match up to the values in place.

Students undertaking this unit were confronted by the prospect of having to deal with moral philosophy and ethical theory - areas of study where most had limited or no knowledge. They were introduced to a new approach to research, namely action research. They were also being asked to undertake a reflective project which required them to tackle deep personal issues which directly impacted on them, as well as their values in relation to an ethical problem.

In relation to collaborating with my student as respondents, I was aware that there were power issues involved, and that I should not take their participation for granted within my research. I also considered that I was using my authority and notional power to get access to the data that I required. I may have put them in a position whereby they could have felt that they had no option but to accept my request to undertake research, but equally I would regularly discuss my research and share my work with them. I was their teacher and assessor of their work. All the students who had submitted their work for assessment passed the unit. I was aware of the dangers of my conflicting interests between the assessment process and my research. I would be relying on the students for their participation in my research and interviews, once the unit was completed, yet I had not completed the marking when the interviews took place, and the students were aware of this. Their active participation and responses may well have been influenced by this. In return, I had developed a close relationship with many of the students through their work and participation in my research, and found that it was influencing my objectivity as an assessor. I reflected on this as a way to re-establish my integrity in my different roles.

Following the focussed interviews with seven students I developed individual case studies for each of the seven students as a foundation for the later dilemma analyses in Round 1. I have introduced the seven students below in summary form in Figure 4.3, and have included a more in-depth case study for each student¹⁸ in the appendices. These students have been quoted later in more depth in Chapter 6, when I propose my claims to knowledge.

¹⁸ Refer appendix 7a-g.

Figure 4.3 - Round 1 Case Study summaries

<p>Case Study 2 – Lars. Lars was a Scandinavian student in his early 20s completing a BA (Hons) in Hotel Management. His research question was: “Is it ethical to compromise on green and environmental issues in order to improve profits and revenues ?” (For the full case study refer: Appendix 7a)</p> <p>As a result of the learning:</p> <ul style="list-style-type: none"> • Far more ‘aware’ of the problems that exist – “every decision you make connects with the ethical issue”. • Motivated to “be able to see that it makes a difference”. • In doing his ‘ethical’ research, “asked questions which would make them think in an ethical way”. • ‘Disappointed’ in the lack of integrity of others. 	<p>Case Study 1 – Harry. Harry was English, was a BA in Tourism Management student in his early 20s. In his project work he explored the ‘Ethical considerations regarding the availability of a code of ethics for tourists to Third World countries’. His work attempted to promote the implementation of ethics for tourists, and considered it in the context of socio-cultural impacts that guests play on host people and the damaging effects of westernisation on their fragile cultures. (For the full case study refer: Appendix 7b)</p> <p>As a result of the learning:</p> <ul style="list-style-type: none"> • “Far more consideration of different stakeholders”. • “Taught me deeper values”. • Identified problems of ‘self ethics’ and ‘will power’ and the temptation to make snap decisions. • Considered that the “Lectures were . . . intense . . . and the seminars were free speaking”. • Validation sessions were “fun and exciting”. • Re-occurring theme for Harry was about more consideration for ‘others’.
<p>Case Study 5 – James. James was a Hotel Management student in his early 20s. In his project work he explored ‘The ethics of workforce monitoring’. His work focussed on the emergence of workforce monitoring, particularly with the use of CCTV. (For the full case study refer: Appendix 7e)</p> <p>As a result of the learning:</p> <ul style="list-style-type: none"> • He felt that his values had come to the fore. • At work, he felt that “you have to leave your ethics at the door”. • “When you are paid, you can’t change things in the long term”. 	<p>Case Study 3 – Elizabeth. Elizabeth was a mature student from South America, in her early 30s, married with children. She was on the final year of the degree programme, International Tourism and Hotel Management. Elizabeth researched nepotism and promotion at work. (For the full case study refer: Appendix 7cc)</p> <p>As a result of the learning:</p> <ul style="list-style-type: none"> • She learnt from other students. • She thought very hard “you must consider the ethics”. • Feels that she is ‘stronger’. • She was initially ‘lost’ in the validation process, but finally recognised it as a learning process.
<p>Case Study 6 – Alexandra. Alexandra was a student from the Balkans in her early 20’s on the BA (Hons) International Tourism and Hotel Management. Alexandra chose to undertake a project to consider ‘The ethics of using former concentration camps as tourist attractions’, and she was to consider the ethics of the whole issue including how the tours were marketed. (For the full case study refer: Appendix 7f)</p> <p>As a result of the learning:</p> <ul style="list-style-type: none"> • She recognised that “the values for me are not for everyone”. • “This was not just any assignment . . . it <i>makes</i> you think”. 	<p>Case Study 4 – Anna. Anna was a student from the Far East in her early 20s. She was undertaking the International Tourism and Hotel Management degree and decided to investigate the topic “Was it ethical for Britain to continue to sell arms to Indonesia for her repression of East Timor and during recent political demonstrations degrading the image of Indonesian Tourism ?” (For the full case study refer: Appendix 7d)</p> <p>As a result of the learning:</p> <ul style="list-style-type: none"> • Consider that her values had changed, but “I always stick to my first values”. • At University, “you have to speak”. • She <i>always</i> trusts the lecturers.
	<p>Case Study 7 – Kate. Kate was a fourth year Tourism Management student who was English, in her early 20s. For her project work, Kate decided to choose the issue of women and sexism in advertising and questioned whether the depiction of their role as well as their portrayal was fair and correct. (For the full case study refer: Appendix 7f)</p> <p>As a result of the learning:</p> <ul style="list-style-type: none"> • She felt that her integrity had ‘improved, because of going into depth. • Her values had ‘broadened’. • Frustration in the lack of integrity in others.

REFLECT

My engagement

After a long period of several months, which included ponderous and laborious planning, reflection and reading around the topic of ethics and integrity in the management context, as well as the teaching and learning of ethics, as soon as the unit started, with live students, total concentration engaged in terms of their enthusiastic engagement in class, of sharing thoughts and ideas around action research, of exploring the theory of ethics, and excitement in engaging in discussions around real-life ethical dilemmas and problems - the classroom came alive.

A critical incident which occurred for me within my research was, what I described in my reflective diary as a 'bang', and occurred in Week 1 of teaching the unit. Students were suddenly 'opening up', finding a voice, expressing their opinions and values, in a very open way. This seemed so different to the rather mechanistic way that students engaged with learning on management subjects. The females in the groups were particularly dominant and expressive, and the male students were also involved, more at what seemed to be a rational level, not seeming to be totally comfortable with the openness of the process. That aside, I really felt that I was an integral part of facilitating this dynamic. I believed that I had set up a safe environment whereby the students could openly express their feelings and ideas, in a basic forum which was underpinned by trust and mutual understanding. Their engagement was both at a reasonably advanced intellectual and adult level, and that they were engaging both cognitively, as well as opening up to the affective, whereby genuine feeling, emotions and intentions would be voiced in their decisions and judgements.

This was breaking new territory for them as well as for me. I had taught in higher education for some five years prior to this and had previously adopted and taught with an objective approach to critical analysis of management scenarios. This was different. Students were putting their own values on the line, leaving themselves open to criticism, albeit in the safe and controlled environment. There was at one stage in the exercise in Week 1 where the criticism of people's viewpoints bordered on the personal, and I intuitively stepped in at this stage flagging up the ethics of participation and began to set some basic rules of conduct and respect for others within the session. I felt that I needed to establish a certain standard so that there were some basic rules within the learning environment, rules of respect and confidentiality.

The students produced profound work in terms of the richness of the context, choosing a wide range of topics from sex tourism, to bullying in the workplace. Many of the students were from foreign countries, bringing to the classroom a rich diversity of cultures, values and perceptions. Many students were able to place themselves within the dilemma, but were also able to stand back from their subjectivity and bias to offer a comprehensive view of the complexity of the competing arguments, and were also able to offer balanced judgments as to how the dilemmas could be resolved.

I encouraged them to take ownership for their learning, and gave them the control over their learning of testing their own values, of making their own claims to knowledge and setting and meeting their own criteria for the assessment of those claims. I tried to establish the environment for this to flourish in line with my aim to develop and establish integrity within the process, but importantly it was up to them to decide why and how they were to develop their work through

reflection. They responded far beyond my expectation in terms of critical engagement, of open participation in the classroom and within others' research. They developed a mature and committed approach which was partly due to their recognition that the work they were doing was of importance to them personally. It offered them, not only a 'voice' on this challenging issues, but also this approach was different to the usual management topics that they had undertaken.

The students seemed to be developing both cognitive and affective capacities within the process testing their judgements and decisions, and reflecting on the process. This seemed to be consistent with Chickering and Reisser's (1993) supposition that the social, intellectual and affective development of university students is not simply an internal process of maturation but occurs through the interaction between self and external stimuli and is highly influenced by the "developmental potential" of the learning environment. The implications of this are that it calls for thought and understanding on the part of lecturers and curriculum designers.

Students constructed their own understanding of integrity based on their values and there appeared to be a recognition of their own identity. They, like me, were questioning virtue¹⁹ within ethical dilemmas. They largely engaged at a profound deep level by placing themselves within the ethical dilemmas, but also by standing back, and also taking a critical objective view of the problems and dilemmas. The quality and depth of their work and their own engagement surprised me.

The making of claims required engagement in the ethics of the dilemma, of clarifying their own value position and supporting and validating those claims with a critical audience. All these processes required considerable integrity on the part of the student. They were not only exposing

their own values to scrutiny, but also laying bare their research which was open to critical analysis. I carefully considered the dangers of exposing students to the affective. I was somewhat naïve early on as to the consequences of this approach.

The teaching and learning

In terms of their learning in the early weeks of the unit, I identified an important theme of the ‘grey’²⁰ aspects of tackling ethical issues, in that issues cannot be considered simply in terms of black and white, or right and wrong, but the subtle understanding of grey areas is necessary. I commented in my diary at the time, ‘trying to encourage learning through the greyness of the situations’²¹. I was trying to get the students to develop an understanding of the complexity and uncertainty of ethical dilemmas, even from the relatively simple ethical examples. The students tended to take a very methodical, approach to the seven ethical scenarios in week 1, taking a somewhat dualistic approach to the rights and wrongs of the conduct in each of the short scenarios. I deliberately encouraged the students to consider and grade their perceptions individually, and then discuss their findings with a fellow student. I asked students to focus on the scenarios where they had particular problems in making judgments and also whether they had changed their views once they had discussed their personal views.

¹⁹ Refer the case of Kate Appendix 7g..

²⁰ Refer both cases Lars Appendix 7b and Katie Appendix 7g.

²¹ Refer Journal 3.

What was interesting from this approach was the fact that they seemed to immediately engage with the activities when considering the judgements of others. They identified that they had started to change their opinions about their own judgements once they had discussed this with

another person. Some of the students were insistent that they had not changed their views about the conduct, and were prepared to argue their case. They were not expected to have mentioned or related the dilemmas to specific ethical theory at this stage, however I was aware that the discussions were very dynamic from the start, with most of the group immediately engaging. There was the danger that this could just become sets of subjective viewpoints which could fall into relativism, without any resolution or development.

The key issues that were emerging for me was the profound engagement that most students were experiencing with the subject matter and in their learning within the unit. The in-depth and pragmatic work that they produced for the validation sessions, as well as their written reports, was somehow different to the engagement that students gave to other management subjects that I had taught. I therefore wanted to explore the complex factors that may have contributed to this.

This level of engagement could have been due to number of factors in the way that the module and learning had been planned, managed and developed. I had intentionally given the students the opportunity to lead their own learning from the start, offering them a structure for learning, but giving them control within the process. The students were given the option to choose ethics unit. They were given freedom to choose the ethical dilemma in which they were to investigate the ethics. They were asked to put forward their own value position, as part of the action research

process. They organised their own validation sessions, in terms of the delivery of their research, and in setting their own criteria by which they are to be assessed within the validations sessions. They chose their own critical friends and focus groups and how that was to be managed. They had also chosen which other validations to attend in the seminar sessions. They chose how to make their own judgments within the dilemmas, they would reflect on the implications of their choice. They chose their own claims to knowledge and direction for the research and they put forward their justification for those claims. The common thread through the process is that the students take ownership of the learning and management of the process. They were given freedom throughout, and I was there on hand to manage, guide, facilitate and support the process.

They initially took their cues from me in terms of the conduct and the environment of engagement in the classroom, what was expected on an academic level in their assessed work, and the standards in relation to ethics within their own research. I delivered the support material in class in terms of underpinning theory, case examples and the process. I was aware that my choices in terms of the values that I espoused around the ethical issues would influence the students, but I focussed more on setting a standard for them to make their own judgments, so that they could engage their integrity.

There was emerging a consistency between these responses, my observations in class, and the responses from those students that were subsequently interviewed. In considering this in terms of integrity in practice, what was emerging was that the unit and the environment that I had set up for learning had allowed students to engage with key characteristics of integrity. It allowed them to make moral judgements (Beebe 1992:22), to manage the 'whole' (ibid 1992:17). They were

beginning to recognise the nature of integrity (ibid 1992:12); they were considering how they would “present themselves to society” (Paine 1997:335), they were able to take a holistic view of the dilemmas and their learning as Beebe describes as “seeing problems in their entirety” (Beebe 1992:125). They were able to ‘voice’ their values in their actions and reflections within their project work. They valued what they did and related this in affective terms of “self esteem and self worth” (ibid 1992:13). They were sensitive to moral issues, and were able to take a balanced view of key ethical issues. They were able to exercise virtues in the way that they engaged with others and in the way that they conducted their research.

They were also beginning to display some of the key characteristics of integrity in terms of moral-self governance, moral conscientiousness, moral accountability, and moral commitment, coherence and consistency (Paine 1997:335). The moral self-governance was in the way that they conducted themselves in class, with focus groups and respondents and in their written work; moral conscientiousness was particularly in the ways that they engaged with ethics of their projects and the validation process; moral accountability was in making their interpretations and claims authentic, especially when interpreting others perceptions; the moral commitment in adopting an ‘ethical’ approach to the resolution of the ethical dilemmas that they had chosen; and finally they were displaying moral coherence and consistency between what they thought, what they said and what they committed to within their project, particularly in their making a authentic claims to knowledge. Their use of action research, which most students openly adopted, facilitated this process.

The validation process

The validations were clearly a milestone for each student in the development of their research. The students were generally well prepared for the session and the peer group in most cases took an active and dynamic part in the process. The act of presenting their research, their views and values, and then them opening up to scrutiny was pivotal in the development of the process.

Figure 4.4 Issues to arise from validation sessions for me:

- The rota for the weekly validations sessions needed to be managed fairly and carefully, with due warning and reasonable flexibility to allow for students to extend their sessions if necessary. The earlier validation sessions offered the students doing their validations later the opportunity of learn how the process worked.
- I ran out of time on some of the validation sessions, (allocated 10-20 minutes – some lasted an hour).
- During some of the validation sessions some of the validation groups kept very quiet, in that they would not ask questions or challenge the claims made, much to the annoyance of students giving their validations. I had to compensate for this by taking over the validating group response, ensuring that the student would have enough to take away with the consider completing their work.
- I had to really concentrate throughout the validations, offering fair feedback which was demanding and exhausting, but also stimulating. The feedback and assessment was formative and focussed mainly on their claims, and impressing on them the value of the work that they had done. Students were provided with a mark for their validation after the session as part of the formal assessment process.
- Getting students to understand that the validation sessions was more than just a summative presentation and their participation was more about responsible collaboration, than as judge.
- My position of authority and power within the process was important in terms of overseeing and facilitating the process. I was very aware that I needed to stand back on many occasions and let the students take ownership of the process and that I had to avoid the temptation of asking and answering all the questions.
- Students were anxious and really took the sessions seriously. They were attentive and tape-recorded sessions (on my advice), and included the findings as part of their project reports.
- I also recorded sessions for my research and reflection. I had relied on them for my research, but I was aware that I could not claim their research and work as mine, other than I had facilitated and hopefully inspired the process.

The learning did not happen for all students. Some were unable to fully appreciate what action research was for, or to really be able to apply ethical theories in this context. Some students, often

male, could only really adopt an objective view, seeing this as more of a traditional academic exercise of objective analysis. There was engagement with the cognitive, but resistance to engage in an open discourse as to the affective engagement. I considered that I may be asking too much of them, and how dare I do so for the sake of my own research, and considered that the ends did not justify the means. I attempted to put myself in their shoes throughout the process. I was reasonably experienced in action research, and knew how challenging they must have found the approach. Some students could not put themselves within the dilemmas, and some felt that it was not their place to do so.

I encouraged students to question the ethics of their own research projects, in the way that they would interact with respondents, also in the judgements that they made in relation to the dilemmas. When discussing ethical dilemmas, the word integrity often appeared, particularly when students were questioning the conduct of individuals. Many of the students focussed their research on some aspect of the lack of integrity within the context of the chosen dilemma. Along with other notions of ethical theories, namely duty, obligation, and consequences of actions, the integrity was a central question throughout. The virtue or lack of it, on the part of the actors in the scenarios and dilemmas was a continual feature.

I reflected on the teaching and learning as a whole, and on what aspects had worked (Appendix 5) and those that did not work (Appendix 6). Having considered these factors, as well as data generated from observations in the classroom, and interviews with students, I put together some considerations of action strategies for developing the research and teaching further (Appendix 11). I also completed two Dilemma Analyses (Appendices 8 & 9) which considered emerging

dilemmas as a result of the analysis of the interviews summarised in the seven cases earlier in this chapter (refer Figure 4.3). The Dilemma Analysis was developed from two perspectives, 'Dilemmas emerging from and between perceptions of students and their work in relation to learning ethics and integrity'; and secondly from my perspective 'Dilemmas for me in my practice and research on integrity'. These dilemmas have been considered in Cycle 2 and the subsequent Chapter 6 which includes my analysis and claims.

Reflections on the Research and PhD Process

My research explored many of the complex variables within this process. I tried to engage in a collaborative exploration of what really lies beneath the surface, of what was going on in terms of the students' learning, their affective and cognitive engagement within the process. I explored the environment in which integrity seemed to be flourishing. The adoption of action research, both for them and me helped to, offered both structure and principles to undertake the research. It allowed me to consider my values and how I could develop understanding of my integrity in practice

The other aspect of integrity which I had focussed on was my integrity in relation to 'significant others'. These included the people who were involved in my sharing of practice, which included a wide range of people within the PhD process itself, my supervisors and critical friends, as well as the wider academic community who listened to and engaged with my emerging research into my practice. The development of my understanding of integrity in practice linked closely with an awareness that I was exploring my professional identity as teacher/researcher.

I was beginning to identify that my students were exhibiting characteristics of the distinct stages that Perry (1970) and Belenky et al (1986) had identified in their research, and that I could identify that facilitating my students to attain the higher levels of development characteristic of their models. Many of the female students were showing characteristics of ‘Constructed Knowledge’²² which Belenky et al describe as ‘a position in which women view all knowledge as contextual, experience themselves as creators of knowledge, and value both subjective and objective strategies for knowing’ (Belenky et al 1986).

I began to consider that integrity within the learning could be identified within the different developmental stages. The approach that I had taken in facilitating this, particularly through action research, by offering the students freedom to choose their ethics topics, of establishing an environment in which they could be confident and safe to ‘voice’ and question their own and others opinions, values and morals, was linked to these higher stages of development and their often profound engagement on both a cognitive and affective level with the subject matter.

I consulted my three PhD supervisors throughout the preparation period for the unit, and during the teaching and subsequent. The three were able to offer ideas, guidance and inspiration in the different contexts of ethics in management, on action research, and on the Phd process. They would offer their perception on how integrity informed the debate around my research, but I found the tutorials valuable in bouncing ideas around and exploring the boundaries for my research. I tended to consider them as experts and me as novice. Their participation in the 10 month report, later in 2000 meeting was a critical period in the initial evolution of the research. The two hour discussion around my work, brought forward new and searching questions which helped me to

²² Refer cases Katie - Appendix 7g, Elizabeth - Appendix 7c, Alexandra - Appendix 7f.

develop the confidence to proceed.

The first formal milestone for the MPhil/PhD assessment process, namely the 10 month report produced in July 2000, coincided with the completion of the first round of teaching and reflecting on the unit. The report reflected on a comprehensive, detailed literature summary related to the teaching of ethics. The teaching, research, analysis of data and literature, reflection, and validation of research, had to be undertaken in pre-defined and tight timetable, so that the learning and teaching model for the subsequent year could evolve and develop prior to the unit being taught again in January 2001. The meeting to review the 10 month report attended by myself and supervisors in November 2000 proved to be a critical moment in the evolution of the research as well as for Action Research Cycle 1.

Early definitions of integrity in practice

I had instinctively adopted integrity as the central focus for the research, even though I was very unsure as to its full meaning as yet. Early on in the research integrity implied notions of making personal judgments (Beebe 1995:22), of getting involved (Paine 1997:336), of taking responsibility (Beebe 1995:prologue). I began to use the principle of integrity as a focus for exploring my practice and praxis. It was also a focus for exploring my understanding of the students and how they interacted with the ethical issues and dilemmas that were emerging in the classroom case studies, as well as in their chosen dilemmas. I started to question the integrity of the research process and the ethics of what I was doing, in using the students in what I considered to be a collaborative way to explore the learning and my practice.

My own emerging 'operational definition' of integrity during this period was:

“A personal standard of conduct, thought and behaviour, influenced by personal values and attitudes in the social context. Integrity is at the heart of what it is to be a person, honest, genuine, moral and consistent in their attitude and behaviour. Integrity is demonstrated by the consistency of approach, that there is coherence between what was said and what happens in practice. People carry around their own forms of integrity, which was constantly threatened in their personal and working lives. Values are constantly tested, and it is people's integrity which balances their views as to how they judge what is truth and reality. Integrity is the standard by which we judge others and equally others judge us. Integrity can be: learnt through the example of others; developed through the sets of values that the person holds as important; nurtured through being given the opportunity to learn the nature of ethical and moral issues; but more importantly integrity needs to be discovered from within the person. Ethics and integrity cannot be taught, but they can be learnt”.

There were a number of contradictions and problems emerging from the analysis of data in Cycle

1. To what extent did my input contribute to their integrity? I could not claim that I had taught them integrity, however I could claim that I had set up an environment for learning in which they could choose to engage with the ethics and with their integrity. I recognised that I had a position as role model in terms of standards expected. I was aware that the micro learning environment was enclosed, and ran the risk of being a narrow view of moral issues. I had not widened my research beyond the classroom. Was I potentially exposing students to an unrealistic and idealistic view of how ethics should be considered in the context of business and management? The students' projects addressed a variety of challenging ethical issues in a wide variety of contexts and their claims were meaningful and valid in the academic context as students, but would they have been able to follow these claims through in practice as a manager, with all the pressures and responsibilities that the role required.

My integrity in practice was emerging in the way that I planned and managed the process, in my use of action research, that I recognised and respected my position of power and authority in

conducting my research, as well as in the classroom. I was attempting to be unbiased in my research. I could now display characteristics of integrity that were emerging through my understanding of students, especially in what Best (1996:5) describes as “harmony between principles and practice”. The research was allowing to make my tacit values explicit. I had instinctively adopted integrity as a focus for the research but was beginning to recognise the importance of my engagement within the process, in my engagement with a wider academic community, and in my collaborative and supportive relations with the students. I was beginning to articulate my identity as a teacher through what I was doing within the research, and in particular understanding the value of the learning through the actions, perceptions and participation of the students. My learning was in the reciprocal relationship that had developed in the classroom, but also in my emerging ‘voice’.

Some key questions that emerged early on in the research were: what am I trying to achieve by asking questions about integrity in practice? Why was I asking questions of integrity in the context of teaching and learning? What were my motivations and ideology for pursuing this? What was I trying to achieve by exploring virtue in this context? From researching integrity in practice, could I live by the theories that I espouse?

I may consider that I was teaching and acting with integrity, however what of the true perceptions of others of my conduct? Was I deluding myself of the value of this approach? Was I vastly oversimplifying my interpretation and understanding of the subject? Did I have the ability, skill and knowledge to be able to answer the questions that I had set within the research? There was clearly an integrity in asking these very questions about virtue and ethics. To question the deep-

down assumptions and ideologies behind my practice seemed to be highly important and pertinent particularly in the context of having the responsibility of assisting the learning and development of young adults.

I was managing the process, through facilitation and management of the learning process, through researching the dynamics within the classroom and for the individual students in my role as teacher, but I also considered my place within the process. I reviewed and refined the processes for the learning. I was developing my understanding of my practice for improvement and learning about practice through the collaboration of my students, and I was continually considering actions strategies for improving the learning. I encouraged them to take control of their learning and engage in their own ethics. I was trying to live my values in practice, of a genuine commitment towards the ethical, of being more 'complete human beings', of the adoption of humanist and constructivist approaches which considered and adopted dynamic transformations, of critically challenging assumptions about learning and ideologies. I had to balance between the requirements of the aims and outcomes for the unit and their learning, and my research and praxis. Through the process I was becoming aware of my identity as a teacher in my different roles. In her article 'Shifting Identities' Roberts questioned what it means to be a professional, and what is effective teaching. The article identified her research project which provided an account of students' shifting identities to develop expertise. My research identified the concept of at least three different voices or discourses: the personal, professional and institutional.

"The notion of multiple selves and different ways of talking connect with current research on teacher socialisation and professional identity, where induction into teaching is seen similar to the process of earning to talk. This early research also raised important questions about the role of the research process for evolving identity: namely, the ways in which the research process can impact upon both the researcher and the researched".

(Roberts 2000:186)

There was a danger that, due to the subjective nature of action research, that I could become blind to others' realities, that the quest for my integrity in practice ignored other important factors such as alternative perceptions of the place of ethics, of the real problems for managers, which were often beyond one person's control. Was I imposing, a well-meaning, yet unsound ideology onto my students whereby they were not in a position of power to refuse my research intent ?

I was learning as much about integrity, from the students and my interaction with them, as I did from the literature and research on the topic. Could I then live and act by the principles that I had begun to understand and advocate ? This seemed to be the acid test for my integrity in practice.

Wright (1995:17) explored whether there was a link between learning and moral advancement. He considered that there was to date, that there was no direct link, however there were a number of factors that affected learning in this context. Those factors included cross-cultural and gender factors, outcome expectancies, the moral standing of the facilitator, and the relevance of the ethics examples.

The research into the principles of integrity, my teaching practice, the rolling modular delivery of this and other units, the learning of the students, my engagement with the PhD process, the sharing of practice, were all developing in tandem. It offered a complex web of interacting responsibilities, and these interconnecting roles needed to be managed, reflected on and made sense of. The positive response from students, as well as the reciprocal process of enthusiasm, engagement and collaboration from many in the classroom offered the foundation and glue that

held all these disparate elements together, and it was this that was inspiring my understanding of integrity in practice.

By reflecting on my ethics, values and understanding, I was able to look at ways of dealing with change, and overcoming barriers and complexity in the situations. I was taking both subjective and objective perspectives to make sense of the process, and trying to make sense of the contradictions about integrity within the research. I was developing a cumulative understanding of the process from the students work and their co-operation in my research. I was making a stand for my values as a teacher in management education, and trying to meet up to some ideals and ideology of a virtues and integrity approach to education. I was learning through contradiction, and gaining confidence to live out my values in practice. I was using both cognitive and affective skills and capabilities within the process to maintain the 'whole', of keeping a balance.

This was the first time in my teaching career that I really felt that this approach to teaching was something different, something important, that I was a central part of a process that allowed all to engage in some extraordinary learning, where they could 'open up', gain a 'voice', challenge the views, attitudes and beliefs of others, in a safe and constructive environment, and in return they expressed their own understanding and convictions around ethical issues and dilemmas in business and management, particularly in their specialist fields of tourism and hospitality.

My PhD came alive at the same time as I started teaching the students in Round 1. I had doubts about my ability to pursue a PhD, of blindly using an action research epistemology. I was concerned about the legitimacy of the research at PhD level in the context of the teaching and

learning ethics, as well as questioning my competency to be able to teach 'ethics'. Once the teaching started, these fears seemed to subside due to the 'magic' that was developing in the classroom. I was able to engage with these concerns in a more objective way later, and although important, they seemed secondary to the important dynamic that was happening in the classroom. From the research discipline learnt whilst undertaking my educational action research project at Masters level, this helped me to collect comprehensive data as the semester was proceeding and I was able to map and reflect on the teaching, learning and underlying dynamic.

Regardless of my continual questioning and doubt about the legitimacy and relevance of what I was researching in terms of integrity in practice, (I am my own worst critic), I also listened to the emerging voices of my students who expressed their views and perceptions on the subject. They offered their views on their own learning within this context, and their perceptions of their own integrity within the process.

My emerging voice

I had become more aware of my own bias, and recognised my own ignorance in my understanding of others. I was aware of the importance of the integrity within the relationships with students, and the circumstances that can erode that integrity, particularly with Alexandra²³. I was not teaching integrity, but was setting up an environment in which integrity was a central feature and philosophy. I was not trying to impose a set of values, but getting myself and others to consider which values are important, and consider ways in which judgements could be made in complex situations. I became more aware of the dangers of taking risks, of potential opening up the 'can of worms', particularly in the responses made by students in relation to their perception as to the

‘ethics’ of the University. I was taking more responsibility in my role as a teacher and my place within the university, regardless of the circumstances that seemed to threaten the integrity of the teacher, namely the constant concerns about possible redundancy, concerns over student numbers and enrolments, of a QAA review within the department and so on. I was able to detach these eternal pressures from my teaching and research, by dedicating myself to my research and the teaching.

A critical issue which emerged for me during the 10 month meeting was the notion of the impossibility of the teaching of ethics, in that a person could not and should not be taught to become ethical. I considered that ethics should therefore be viewed in terms of how ethics could be learnt, and that my responsibility was to establish the environment for this to happen.

Concluding reflections at the end of Cycle 1.

There seemed to be a distinct end to the first action research cycle after the 10 month meeting. I had planned the unit for a year, having undertaken some interesting but painstaking reading and research on the topic. On reflection, the students had engaged far beyond my expectations as in the seven cases. They had participated in all the lectures and seminars, and in their project work they had produced profound and interesting work and claims to knowledge. They had reflected on the ethics of their own research as well as their development. Their open participation in my research was reciprocal in nature, as was their learning within their groups. They had volunteered their support in my research and had been both honest and open in their views about the learning

within the process, their understanding and perceptions of integrity in the context, and the value of undertaking the work.

I was concerned whether I could sustain this level of involvement in the teaching learning and research. I recognised that it was always challenging teaching a subject for the first time and that in subsequent years of teaching the topic, it would become easier in terms of preparation time and workload. I wanted to widen my research outside the classroom, so that I could research the real dilemmas for managers in industry and get a perspective on their understanding of integrity, and in some way, be able to bring those perceptions back into the classroom to offer real-life examples to students. I wanted to now be able build on the emerging knowledge by giving examples of the valuable research undertaken by the students in the first round of teaching to enliven and enrich my teaching, particularly in the lectures.

The 10 month progress report and subsequent meeting with supervisors and other interested parties in November 2000, and this seemed to be a natural milestone in my work. The cyclical nature of the teaching timetable, meant that I had now to prepare for teaching Round 2 in 2001. I had initially analysed many of the aspects of my practice, and was reflecting on my integrity in this context.

Due to the positive nature of the response from students, in terms of the quality of their work, as well as the wealth of rich qualitative data that I had generated with them, I decided to run Round 2 of teaching the unit in 2001 on similar lines as before, with a few technical adjustments. I wanted to be able to reflect more deeply on the data by running the unit on the same lines again, to try to

widen my understanding of my praxis as well as integrity in this context. I felt my review of the observations in class and responses from the interviews needed to be critically analysed as my understanding was emerging.

Chapter 5 – Action Research Cycle 2

Introduction to Cycle 2

This second cycle has spanned, the further two year period of teaching the unit, but has also included a further four years research and reflection in which time I changed university taking up an academic teaching post as Senior Lecturer at Roehampton University, School of Business and Social Sciences, as well as changing registration of my PhD to Roehampton University. This extended and protracted four year period has involved in-depth reflection and analysis of the data, and the writing up of the thesis, as well as developing the delivery of Business Ethics modules for undergraduate and postgraduate business students. These developments are explained at the end of this chapter.

This Cycle 2 has been developed from the emerging ideas and perceptions from the first cycle. I have identified the key features of the teaching, learning and research in these two subsequent years of delivering the unit. At the end of the Cycle 1, as a result of my reflections, I had started to identify some change strategies to integrate into my teaching and research for the subsequent two rounds of teaching the unit in 2001 and 2002²⁴. I had started to reflect on my developing understanding on the dynamics of the learning within the groups. I had gained some important perceptions from the students as to their values and understanding as a result of engaging in learning, and the feedback from students in the interviews gave a clearer view as the importance in integrity within the process. I was beginning to gain an understanding of how integrity had been an important part of the basis of the reciprocal relationships between many of the students in the

²⁴ Refer appendices 5, 6, 10 & 11.

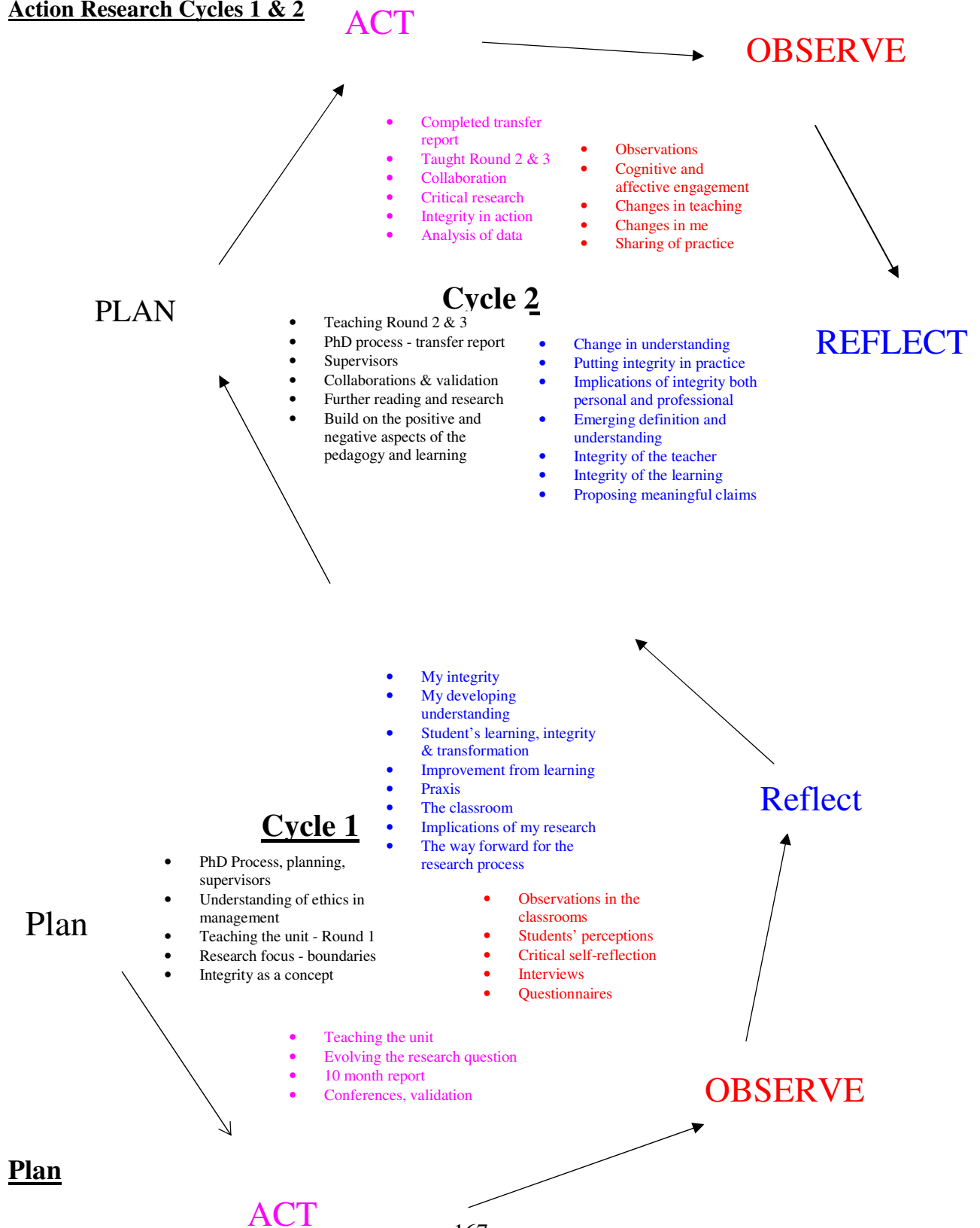
classroom, and that I had a pivotal role in facilitating that learning environment through my teaching and research.

The considerable amount of observational and analytical data generated from the complex and sometimes chaotic research has been organised to demonstrate how I have attempted to meet my research objectives and to answer my research questions. The process of trying to transpose the magic of the engagement in the classroom onto paper has been particularly challenging.

The qualitative research during and following the two subsequent rounds of teaching the unit has been comprised of a wide range of data including: extracts and analysis of my reflective diaries; summaries of student questionnaires; analysis of students' project work; interviews with students, which have been summarised in the form of additional case studies; reflections on sharing my research and practice with different academic audiences. I have continually reflected on the emerging understanding in a similar vein as in Cycle 1, by articulating and validating my understanding to wider academic audiences.

Figure 5.1

Action Research Cycles 1 & 2



PLAN

The teaching and learning for the second round of teaching the module in 2000/2001, and 2001/2002 academic year was to be largely based on the same model as that delivered in 1999/2000. I chose to use this original model²⁵ that I had developed for a number of key reasons, namely: the unit far exceeded my expectations in terms of the quality of the students work and engagement with the learning; there was a positive learning dynamic characterised by a passionate and committed approach in the classroom helped to produce work that was rich in content and engagement, and the responses from students both in the classroom and in the interviews and questionnaires produced diverse data that needed to be explored in depth. I also wanted to be able to test my ongoing research with further cohorts of students to explore my emerging understanding of the learning in relation to my integrity in practice.

The main changes that I proposed in the teaching and learning incorporated more emphasis on improving their understanding of the contradictory nature of values and integrity in the management role.

I wanted to explore the true nature of the learning, and why it had generated so much enthusiasm with the first cohort in Round 1 especially within the seven case studies²⁶. I proposed to share these examples, cases and experience with subsequent students, focussing on some of the dilemmas that Round 1 students had identified and researched. I was aiming to make use of the cumulative knowledge that I was gaining from my reflection on my work as well as through the rich project work undertaken by the students. The changes that I therefore proposed to integrate

²⁵ Refer Figure 4.2.

²⁶ Case studies refer Appendix 7 a-g

into the second and third rounds of teaching the unit were as a result of the my reflections the Unit Evaluation Questionnaires²⁷; my ongoing analysis and reflection on the 7 detailed cases that I had developed²⁸; the findings from my Dilemma Analyses²⁹; as well as my general reflections on how to implement some changes³⁰.

My main focus was to change my practice in the classroom, to enhance the students experience, with practical changes in three areas, included: making changes and developing the content and delivery of elements of unit to develop the pedagogy and learning; Develop understanding of my integrity in practice and pedagogy within the learning process; and finally, to share and validate my practice and research evidence with a wider critical academic audience.

In terms of the practical aspects of changing the content and delivery of the syllabus for their learning, I wanted to build on the really positive learning and dynamic that had occurred in Round 1. I decided to focus on the following: the revision of various exercises that failed to work or engage the students, such as the stakeholder exercise; encouraging the contextualising of the students projects more to the management of the ethical dilemmas; more emphasis on the integration of ethical theory throughout the whole of the 12 weeks.

My early research had highlighted positives as well as negative issues within the learning, those elements that I considered that had worked and those that had not worked well ³¹. The learning experience of students undertaking action research projects did not suit all students, even though

²⁷ Refer Appendix 3.

²⁸ Refer Appendix 7.

²⁹ Refer Appendices 8 & 9.

³⁰ Refer appendices 10 & 11.

they had chosen to undertake the unit as an option. This type of learning exercise seemed to suit the male and female students who were prepared to open-up in the classroom. I considered that this may have been a number of factors and influences that may have been the cause of this, such as their prior learning experiences, their preferred learning styles and the challenges of adopting a reflective approach. The openness of the teaching and learning environment that I was trying to enhance was also demanding for all, and there may be a fear on the part of the students of exposing themselves to critique from others.

The positive aspects of the learning experience that needed to be enhanced were in relation to the choices and freedom being given to students in their topics, the positive impact of being involved in others ethical research, of being actively involved in classroom exercises, in the focus groups, as critical friends, or in the validation sessions themselves. This reciprocal learning process appeared to form the basis of much of the deep learning that many had described³². The groups of multi-cultural students, all with different perspectives on values, offered the learning environment a real richness in terms of the context of them voicing their own values and morals. Attendance was consistently good throughout the unit. There appeared to be strong reciprocal learning relationships that had developed as a result of undertaking the action research, in relation to the development of 'critical friends', of undertaking focus groups as part of their research projects, and in particular the validation sessions, which demonstrated a trusting environment of support, collaboration and critical engagement.

³¹ Refer Appendices 5 & 6.

³² Refer Cases Appendix 7.

This collaborative approach which I had encouraged through the action research in Round 1, showed a process which loosely followed a sequence of students gaining confidence and knowledge and understanding through awareness³³ of basic ethical scenarios in the early exercises in class. This subsequently led to students gaining confidence and conviction to voicing opinions and values and testing those values out in practice, and finally many students making a commitment towards their own claims to knowledge. Students were able to clearly articulate their understanding of their learning as well as what integrity and virtue meant to them within the dynamic.

The formula of the combination of 12 weeks of lectures, seminars, validations and project work worked well, but there needed to be some adaption and change within the process to ensure that all were able to achieve the learning outcomes. I was aware that I was also reliant on the students for my research, and that I needed to be more explicit about my research from the start, so that would hopefully be prepared to work collaboratively with me within my research. I was more aware of the dangers of imposing my position of authority as their Course Director and tutor, for them to participate in my research, but was encouraged by the very open and frank participation from the respondents to date.

I had also identified aspects of the module that did not work well in Round 1 of the teaching³⁴. For instance specific exercises such as the complicated stakeholder exercise that I had developed using Di Norcia's (1998) model of stakeholder risk, did not work well. The students became confused when applying the model. Many students found even basic explanations of ethical

³³ Refer theory of the development of understanding of ethics - Bloom & Kidder (2001).

³⁴ Refer Appendix 6.

theory that could be applied to the management and business dilemmas as confusing and challenging. Many of the female students became very assertive in class (and found it difficult to recognise their own bias when discussing ethical issues). Some of the male students often adopted 'politically correct' positions without really articulating their own opinions or values. The action research theory and epistemology was particularly challenging for some of the students who found the process somewhat confusing, and many resisted adopting a subjective viewpoint, being more comfortable taking a more objective standpoint.

In terms of my own dynamic in the classroom, I identified that I was not really taking into account the different preferred learning styles of students, and that I was at times using what some students considered to be discriminatory language particularly when giving examples about bribery in African countries.

In my Dilemma Analyses³⁵, I identified dilemmas to emerge from and between perceptions of students in relation to their learning of ethics and integrity, as well as dilemmas for me in my practice. In both cases I proposed considerations for change in my practice which I categorised as praxis. As a result of further consideration of all these factors I considered possible action strategies

³⁵ Refer Appendices 8 & 9.

Figure 5.2 – The foundation for action strategies to implement change as a result of positive aspects of the research.

Action strategies for Round 2 & 3 needed to ensure that the positive aspects of the learning and development in Cycle 1 were enhanced

- Enhancement of the deep and profound engagement with the ethics.
- Facilitate all students to adopt a reflective approach.
- Explore the ‘magic’ dynamic within their engagement with the learning in class and in their project work.
- Ensure an open and safe environment for voicing opinions and engaging with values and integrity.
- Collaboration within their own groups and projects work as well in my research.
- Encourage the richness of the contexts of their chosen topic areas and build on the cumulative understanding.
- Committed ownership in the research and resolution of the dilemmas that they were exploring³⁶.

Improvement proposed as a result of research in Cycle 1

Develop the question of integrity in their contexts.

DA1.1 “Ways of ‘opening up’ students in a way that is unthreatening”.

Reflect on and share the responses from students in the UEQs.

DA2.4 “Get male and female students to share their perceptions.”

DA2.14 “Highlight the detached nature of the work but encourage collaboration”.

Share the topics and content of the topics from Round 1.

Share the work of cases especially Alexandra, Kate and Lars.

³⁶ Refer cases – Appendix 7.

Figure 5.3 The foundation for action strategies to implement change as a result of more negative aspects of the research.

Action strategies needed to address the contradictions and negative aspects that emerged from the delivery of the unit in Round 1:

- Not overloading the students with ethical theory, project work, and actions research methods.
- Not exposing students to potential dangers of undertaking research which could expose them to potential psychological risk.
- Offer the choice of adopting action research along with other methods in undertaking their work.
- Not making it too easy for students to pass the assessment.
- Involving everyone in the class even if they are not making a contribution to my research.
- Not talking about and promoting integrity as a virtue, above all else.
- Providing more adequate feedback both formative or summative.
- Ensuring that I cover the syllabus adequately
- Taking into account learning styles and learning needs of all the students, especially the quieter male students.
- Recognise my closure in dealing with potentially difficult situations questions in the classroom around the understanding and application of ethical theory.

Improvements proposed

DA2.9 “Need a practical workshop, and give example of other people’s work”

DA1.6 Use the case of Alexandra to caution students as well as in guidance of ethics in research.

In initial guidance on Action Research in Weeks 1 & 2.

Raise this issue with the moderator for the unit as well as the External Examiner.

In explaining ethical theory place the notion of Virtue Ethics in context of theories of duty and consequences.

More creative use of the validation session for feedback, and ensure that the final reports are collected.

Organise the timetable to ensure that the topics are covered earlier.

Offer more feedback following the validation sessions.

Discuss the ethics and theories in the early seminars, and reinforce the types of theories that are relevant. Encourage the students to take some risks in voicing their understanding through mini case studies and exercises in class.

Classroom and students' learning

In Round 1, the students were given freedom to research and explore ethical dilemmas on their own terms of their own choice, and most students had taken up the mantle and responsibility for the research and recognised their own learning. I wanted to develop this reciprocal environment for learning, but at the same time wanted them to maintain their ownership within the process. The students had exhibited both cognitive engagement on a critical level, but also had also become emotionally involved within the dilemmas, as well as the research process itself. Their emotional and affective engagement with the dilemmas was significant. They were engaging the head and the heart, being subjective and objective, critical and morally committed in resolving the dilemmas.

Students could and did demonstrate integrity in the research that they undertook³⁷, and were largely able to transpose their ideas and resolutions to the real situations that they were exploring in a meaningful and intelligent manner, in the safe environment that I had worked to establish in the classroom. The validation sessions and process were also significant part of the process and important in getting them to explain and justify their research and expose their initial claims to critique, and the validations were a central element of them demonstrating an integrity for their work, as well as in the integrity of their actions that they were proposing. I wanted the subsequent students to have the same opportunity, but I would now be able to develop the research by offering support and input with the positive and rich examples of work and engagement from the students in Round 1. This cumulative knowledge that I had gained would hopefully build on itself,

³⁷ For example, Alexandra framed dilemmas with a respondent in a hypothetical way, so that the respondent would not feel awkward.

not only to inform my practice for the benefit of future students, but it would help to underpin my ongoing research, which I would ask the subsequent students to become a part of.

My integrity

In Cycle 2, I wanted to develop my research by working collaboratively with a wider range of stakeholders, students, supervisors, critical friends, other fellow academics, to explore the central theme of integrity within my practice, but also to test and validate my research on an ongoing basis. I wanted to develop my learning through their insights and their contributions, very much in the same way that I had facilitated this process in the reciprocal learning environment in the classroom. I realised that I was largely reliant on their contribution for the development of my research and had learnt to be transparent and ethical with them about the purpose and process of their participation. I had established principles of informed consent within my guidance for students, and needed to be sure that I could live by the ethics and principles that I was advocating for them. I had become far more aware of the potential conflicts of interest that this form of approach and action research posed. I, as with my students, had started to address these conflicts in the resolution of the ethical dilemmas. I had identified my place as role model within the classroom, that I was not only setting standards of conduct and ethics, but also taking responsibility for guiding the learning with virtue as an underpinning value within the process. The integrity was not only the focus of the research, but was becoming the underpinning principle for my practice.

I instinctively questioned my ethics all the time, in terms of the language, values and messages that I was communicating to my students as future managers. There were clearly dangers and risks

in getting students to question the ethics in different management contexts, but equally there was value in facilitating discussion and research on the wide range of challenging ethical issues.

My well meaning intentions could be leading to unintended negative consequences in terms of undermining or confusing the principles of business (Fenwick 2005). I was, however, confident that my intentions were sound, and that the students were engaging with in-depth intellectual debates around the issues, and had come forward with powerful and substantial claims which were based on rigorous and morally committed grounds as with Harry, Elizabeth, Alexandra and Kate³⁸.

As teacher, researcher and learner, I was becoming more aware of my responsibility for the managing my own learning as well as the learning for others. I was responsible for facilitating the whole process acting as role model in my conduct in the classroom and in the values that underpinned my practice. My core values became clearer in terms of respect for my students, of education for growth and development, of cognitive and critical engagement with the ethics and morals of the management role; of conducting myself with integrity, and in my commitment to praxis. I had identified a number of issues that were important for developing my research.

Mirroring the profound and engaged project work produced by students, I likewise recognised that I had become deeply involved with the unit. This was partly due to my growing commitment and personal involvement with my own research for the PhD, but it was also due to the reciprocal relationships that had developed in the short period of Round 1 of teaching the unit. My emerging

³⁸ Refer Appendix 7.

research for Cycle 2, allowed me to explore my own integrity in practice, in how I was developing my understanding, and knowledge of pedagogy, but on a deeper level, in my own understanding of my place within the learning. I was also confronting difficult questions in terms of the ethics of my approach, and whether I was exposing students to too much risk within the teaching and research for the sake of innovation.

My research was ‘mushrooming’ out of control during this period, and I found it difficult to place boundaries around the research as a whole, but was tempted to let the research grow anyway. When the research started in Cycle 1, I was unclear about a clear understanding of integrity, but instinctively recognised its importance. I was however aware at this stage of Cycle 2, that there was a link between my integrity within the learning process, and my emerging identity as a teacher and researcher, similar to that identified by Roberts (2000). I had multiple roles as teacher, facilitator, role model, researcher, PhD student, professional, and learner, all at the same time. Many of these roles complemented each other, but being able to switch from one to another was problematic in terms of managing the process but also understanding the complexity in relation to theory.

Three broad themes to emerge from the research in Cycle 1 were firstly in terms of the central notion of the principles of integrity and its importance and relevance in the teaching and learning of ethics. The second theme, was in terms of the reciprocal learning of ethics and its relationship with integrity, for me and for the students; and finally the third theme was in relation to my own personal integrity in practice as a teacher, researcher and facilitator within the whole process. The

plan for developing the teaching, learning and research in Cycle 2, aimed to question these themes.

The research plan

I realised that I was trying to grapple with all these questions at the same time, that I was allowing my research to spread very broadly, which made it very difficult to pin down the true focus. The breadth of the research and the time consuming and relentless attempt to cover all angles, was taking precedence over the depth that I needed to explore. Having discussed this problem at length with my PhD supervisors during the reflection stage of Cycle 1, I realised that I would not be able to engage in all this different questions and that I should really focus the research back down to me, my integrity as a teacher and facilitator of the learning of ethics in the management context.

Others' perspectives and attitudes towards what I was putting into practice would inform my research, but I was increasingly aware that I should not be too drawn into the notions of attempting to develop integrity in others, or even trying to judge integrity of others. I should not or could not therefore try to make claims about other peoples' integrity but I would focus back down on notions of what integrity means to me as well as other people within the learning context. I could apply my understanding of those principles both in the classroom as well as within the research.

The action research approach had allowed the students to voice their opinions and values, and this seemed to trigger an affective response, characterised by a highly reflective and deep learning. They demonstrated many examples of integrity in their work, in the way that they respected

others, in the ways that they took responsibility not only for the ethics within their research but strove in many cases to retain the integrity of their respondents, even if they had strong objections to the respondents' perceptions and values. I wanted to retain and develop the principles of the personal engagement in subsequent project work in Cycle 2.

Format for the teaching, learning and research in Rounds 2 & 3.

The form and structure of the unit was essentially unchanged during the subsequent two rounds of delivering the unit³⁹. The numbers of student electing to choose this final year optional unit stayed similar with slight increases in numbers across the three degree programmes. I was therefore able to test the research using the same modular format for the learning with the two new cohorts of students in the two subsequent years. The profile of the students choosing the optional unit in these two years was similar in terms of the diversity of students from around the world.

Having completed the first round of teaching, I was now more familiar with the material, exercises, case studies and project work that I would be asking them to undertake. I was far more confident and aware of the mechanics and dynamics of the exercises. I wanted to retain all the positive aspects of the learning that the previous students had claimed as important to them, but also develop and work on the negative aspects as shown in Cycle 1, whilst exploring a deeper understanding of what this learning process involved for them as well as for me within my practice. I would share my developing understanding of the place of personal integrity in the

³⁹ Refer Appendices 14 & 15.

dilemmas that they were to investigate, yet at the same time be open to new evidence and perspectives on the learning.

I planned to develop my research to create new case studies from interviews with subsequent students again questioning their understanding of their learning in the context as well as their perceptions of the nature and importance of integrity. I would also ask other students to complete questionnaires, asking similar questions that I had posed in the interviews⁴⁰.

Figure 5.4 – Planned research programme included in Cycle 2

- Further qualitative interviews with students to develop cases to explain their understanding of their learning, as well as their perceptions of integrity within the leaning process.
- Formal University Unit evaluation questionnaire results (UEQs)
- Summaries of student Integrity Questionnaires.
- Further reflective diary notes and maps (reflecting on the data generated from students, supervisors meetings, as well as academic discourse in sharing practice).
- Dilemmas analyses to identify and analyse emerging contradictions within the data and analysis.
- Further exploration of research and literature in the field.
- Validate my ongoing claims for my research with a wider academic audience.

⁴⁰ Refer Appendix 4.

ACT

The action within Cycle 2 has been identified as firstly the change to practice that I instituted in class as a result of my research, and secondly action that I undertook within the PhD process as well as the sharing of my research with a wider academic audience.

Interaction in class

The changes that I implemented in the content and delivery of the unit in the two subsequent years have been identified⁴¹. The changes put in place in the 2000/2001 academic year have been highlighted in red and in the subsequent year in sea green.

Rounds 2 & 3. The data generated in the subsequent two rounds needed to be reflected and analysed further, and the subsequent research plan that I applied aimed to take account of the perspectives of the different stakeholders within my collaborative research. I was aware that I had to relate the emerging data and analysis back to my original research objectives and questions to ensure that the research was on track.

OBSERVE

In the classroom

The teaching and learning dynamics in Rounds 2 & 3 were similar in many aspects to the magic dynamic identified in Round 1 of teaching the module. The students were enthusiastic and responded positively in choosing and participating in the project work. They again chose a diverse

⁴¹ Refer Appendix 14 & 15.

range of subjects, (refer Appendix 12) and some of the topics were the similar to those chosen by students in Round 1.

Students were able to voice their values and opinions which was characteristic of the experiences of the students in Round 1.

The lectures became more interactive, and less passive. I would ask questions more and let them take the lead on brief discussions. I still delivered the wide variety of material on the management context of business ethics, the principles of ethical theory and models of decision-making to assist them in their exploration of their dilemmas, the explanation and reinforcement of the action research principles and practices, and a particular emphasis on guiding on research ethics and responsibilities within their research.

In the seminar sessions, particularly in the early exercises, I allowed them to test the water about their personal perspectives, share perceptions, gain confidence in dialogue and exercise their voice, and apply some models. I started to stress the critical nature of the engagement that I was looking for. The students responded positively to the in-class exercises and were able to quickly apply some of the basic decision-making models that so many of the students in Round 1 had applied. I was far more aware that the students were talking in terms of their own values, ethics and morals when being critical of ethical dilemmas that were being discussed. I was also aware that I was instinctively relating back specific examples of students work undertaken in Round 1.

The positive dynamic that I had identified in the classroom was again evident, which I found difficult to clearly articulate, but was more apparent in terms of the dynamic engagement of the students through their discussions, laughing, arguing, wanting to put their view across, but at the same time respecting others views. In the earlier weeks, I was also aware that the students would refer back to me for my approval as to whether they were correct in their views as well as their answers to the ethical dilemmas being discussed. I was also aware that as we approached the times of the validations, from Week 6 onwards there was far less reliance on me to lead the discussions and that my facilitation was in the management of the sessions to guide the discussions and exercises.

I recognised that during these discussions in the seminar sessions that I was able to relate ethical theory to the discussions in a more natural, flowing and confident way, as opposed to awkwardly integrate rather clumsy signposts about the types of ethical theories coming into play, which was characteristic of my earlier teaching. In round 2, there were a number of middle-eastern students who questioned the legitimacy of ethics in business. As opposed to being drawn into justifying the importance of ethics, I would open this up for debate in the seminars for the rest of the groups to respond. I was surprised how many of the other students were able to engage in a critical discussion on issues on duty in the management role as well as many taking about the ethical consequences of ignoring ethics in business and management. As the weeks progressed, students were also able to go beyond purely subjective perspectives and started quoting ethical principles such as the Golden Rule of Ethics, as well as identifying the types of conflicts of interest that were coming into play.

I considered that since some of the students in Round 1 had found the principles of action research difficult and challenging, I again spent considerable time in each seminar integrating the theories and ideas of action research within the on-going exercises and discussions. The specific additional sessions that I ran on action research in weeks 1 and 5 reinforced an understanding for the students, and as a result they seemed far more confident in using the language and principles of action research. Many were transparent about the ethics of their work, and the collaborative intent in their work. They were happy and keen to use critical friends and responded to the validation process with some trepidation, but I was again much more confident in explaining the process, using examples of students' work from Round 1 to help these students through the process.

I was able to integrate the issues and dilemmas being discussed more to a management context, and started to relate the tensions and difficulties that managers would experience in the workplace. I was aware that I was using the term integrity throughout my teaching. I would get them to question the integrity of the conduct of the people involved in the different exercises, cases, and I encouraged to articulate what were the threats to the integrity of the individuals concerned. I noticed that in the validation sessions that students were regularly using the word 'integrity' when questioning the ethics. I was able to explain the concepts and principles of integrity far more clearly through my own research and I would also give anecdotal examples within my own ongoing research to reinforce the learning.

For the Stakeholder Exercise, which I had found problematic in Round 1, I simplified the exercise in applying ethical models and theories on a range of ethical dilemmas using models of risk

management. The students were able to more clearly highlight conflicts of interest, which proved to be an important precursor to their project work.

In the video exercise, Business Ethics (BBC 1991), students were again able to interact on the weighty ethical issues around personal integrity, questioning their own values in the context. They confidently identified the potential conflicts of interest, but they could also see the dilemmas from the managers' perspective. This allowed them to question around the duty and obligations in the management role. Again, I simplified the process of engagement with the inherent dilemmas and encouraged students to be more interactive and participative in the discussions. I was aware that even though the video exercise was logistically quite difficult to facilitate, I was now confident to draw in some of the quieter students in the seminar groups. In Round 1, I tended to respond only to the more vocal students, but was now more aware that the 'passion' should come also from others who were possibly less confident in offering a 'voice'.

In their project work, in Week 1 whereby I introduced the topics and encouraged them to plan for submitting their personal topic ideas, I was again able to relate previous students' past experiences. I stressed the importance of making a personal choice about the dilemmas that they were to research. My introduction to the principles of action research was allowed them to establish a basis for undertaking the ethical research that was not threatening, collaborative and the establishment of the notion of critical friends was important. The use of focus groups and the in-class exercise of doing a role play of a mock focus group was a very positive learning experience for many of the students. One of the questions that I asked toward the end of the session was how useful people had found the experience. Many considered that the use of focus

groups would be a positive was of generating good, qualitative data in a relatively short period of time.

In the timetabled validation sessions, I started to develop far more detailed formative feedback as an important element of their progressions for completing their project work. The dynamic of them taking control of the validation process and engaging the validation for their work was also significant. By them setting their own criteria by which they wanted their work to be assessed passed ownership of the process to them. Not all were comfortable with the responsibility and some could not see the reasons for doing this, which was characteristic of the Round 1 students.

The final project work in both of these subsequent rounds was of a good standard overall. Most students were able to clearly define the research, and place themselves and their values within the context of the research. Students were able to apply ethical theories and models to a wide range of challenging ethical dilemmas, and the conviction of their intent for their resolution of the dilemmas was clearly evident. Fewer students were putting themselves at personal risk, being far more aware of the potential difficult positions they could be putting themselves and their respondents in. The collaborative dynamic was evident in many of the projects. Students were confident in using others as critical friends, of undertaking focus groups, of being more ambitious about going outside the university to involve managers within their research and students were aware of the ethical conflicts. Many students invited managers and lecturers to be part of the validation process and boldly presented and challenged the validation groups to discuss their initial claims.

In parallel to the positive work undertaken by students in these two subsequent years of undertaking the unit, the level of assessment grades and marking were similarly marked to the high success rate as was shown in the marks for students in Cycle 1. I was concerned that I might be making it too easy for students to succeed in the unit, in terms of giving marks and raised this issue both with the internal moderator and the External Examiners. In their review of students' work, they concurred that the level of the marking was appropriate, and that syllabus had been covered appropriately both in class and in the assessments, however the academic level that I had set the work, was potentially above that of final year undergraduate study, and was more what was expected at Masters level. That aside they felt that mostly the academic level of work produced by students was at a good level and that they had taken on the academic challenges of the unit in response to the way that I had delivered the content.

I was encouraged by their support and enthusiasm for my teaching, my research and subsequent positive results by the students, but I was still uneasy about the potential conflict of interest that I had set up by being both teacher and researcher, who had a vested interest in the students being successful for my own personal gain, namely the my research and my PhD. I considered that this was a dilemma that many action researchers had to live with, however was partly resolved by ensuring that I was always transparent about the purpose and findings of my research, and encouraged an environment of collective collaboration as part of the process. Teaching ethics occurred to me to require special responsibilities in terms of my own ethics, in the way that I engaged with students in class, that I did not impose my values on them, and recognised my own bias and shared that with others.

Responses from Unit Evaluation Questionnaires

Students who completed the anonymous University Evaluation Questionnaires (UEQs) were again able to offer some useful feedback about what they considered to be valuable or suggestions for improvement. The students in Round 2 (37% response rate), graded the lectures, seminars and assessments as either acceptable or very acceptable. The general summary of the report stated: “Overall, this unit was exceptionally well received by the 37% of students who completed the questionnaire (however, the return rate means that the results are probably not representative of the views of the Unit’s total population, so some care should be exercised here in extrapolating them thus)”. Qualitative responses from students included “Well organised”; “The subject matter is interesting”; “Really good and very interesting”; “Good case studies, enjoyable and interesting”; “Handouts were clear and discussions gave a richer and deeper understanding of the unit”.

In the responses from students in the Round 3 UEQs (28% response rate), they provided some qualitative comments. To quote one student: “The seminars brought to our attention ethical issues which we usually take for granted. We were amoral before then. Discussion gave us an opportunity to further explore these ethical dilemmas. We were also able to get in touch with own values and beliefs”. Another student claimed that “The subject matter of the unit is extremely interesting. The lecturer also helps by keeping it interesting”. A Tourism Management student expressed the following comments: “Every topic was well thought through. The delivery of the lecture was stylish and convincing in its approach. The unit brought the best out in me and helped me get in touch with creative, deep thinking”.

Student Integrity Questionnaires

In Round 2, I decided to convert the set of questions developed in the Round 1 focussed interviews into an extended questionnaire (Appendix 13) for students to complete by post at the end of the semester. This was designed to act as a precursor to subsequent interviews that I would be undertaking with volunteers respondents. The questionnaire was in two parts: Part 1, was based on the original interview questions around their perceptions about, how they had changed from having undertaken the unit, as well as their perceptions of their learning. Part 2, asked them to write a short summary of what they considered ethical integrity to be. The students were asked to consider the characteristics of people who were significant in their life, who they considered to have integrity. They were also asked to tick the top 5 characteristics of integrity that closest matched their understanding of integrity out of a choice of 36 definitions. At the end of the questionnaire, the students were invited to attend a focussed interview to discussion their perceptions further.

The questionnaire was piloted with two students who offered feedback about the wording and categories for judging integrity. The two students completed the questionnaire, however they found the list of 36 characteristics, taken from my review of the literature on integrity, was difficult to complete as many of the characteristics were very similar to one another. As a result, I decided to simplify the list down to 12 definitions in three categories: Characteristics of integrity

- 1) In the way that they are as a person;
- 2) In the way that they make decisions and judgements;
- and 3) In the way that they act.

The new questionnaire was posted out to all 39 students. 9 questionnaire were returned completed in all, and three students had volunteered to be interviewed

in more depth. The low level of responses was partly due to the fact that the unit, and their University studies and exams had been completed, and many had already left the University.

The integrity questionnaires, which were completed after the second round of teaching the unit, interestingly included some of the terms, expressions, theories and principles which had been included in my teaching of the unit, as well as what they had also adopted as principles for ethics within their project work. Their responses in relation to perceptions of their learning have been analysed, again using dilemma analysis (Refer to Appendix 19 & 20).

I have included three further case studies from interviews taken with students once they had completed the unit. The case studies of three students Diane, Anna and Sita which have been summarised below in Figure 5.5. These three cases have been developed to explore the richness of the context of their project work, as well as their individual 'voices' emerging, with their perceptions about the experience of learning ethics, and what integrity meant to them in the context. These cases have also been analysed further in the following analysis chapter to identify a number of ongoing contradictions to inform my research and understanding of my role within the learning process.

Figure 5.5 Round 2 Case Study summaries (refer also Appendix 16 (a-c))

Case Study 1 – Heidi. Heidi was a German, Tourism Management student in her early 20s. She decided to investigate ‘Sex Tourism in Kenya’. Her planning proposal in Week 2 focussed on the effect that sex tourism in Kenya has had on local society. The reason for choosing the subject was because, when growing up in Kenya she noticed white males paid young black women to spend time with them. She felt strongly that this practice was unethical. She observed that prostitution was frequent, yet frowned upon, both by the hotel managers and by the expatriate population. (For the full case study refer: Appendix 16a)

As a result of the learning:

- Changed her views completely as a result of the project.
- Now has a ‘deeper’ understanding of the complexity of the issues.
- Expressed ‘anger and helplessness’ at the findings.
- Found that the unit had the most impact on her personally, and that she now stands up for what she believes in.
- “It really made me think”, and expressed it in terms of ‘small thinking’.

Case Study 2 – Diane. Diane was English, and a Tourism Management student. For her ethical management project she decided to investigate ‘Frequent Flyer Fraud: A practical and theoretical investigation into the use and misuse of frequent flyer points accrued from business travel’. Her planning sheet in Week 2 explored the issues around the system of bonuses for frequent flyers and who should receive the benefit of the bonuses. It considered the subsequent consequences of fraud and theft that the system encouraged. (For the full case study refer: Appendix 16b)

As a result of the learning:

- Like the freedom to form her own opinion and control the progress of the study.
- The honesty and integrity of employers and employees was paramount.
- Far more ‘conscious’ of the ethics on a conscious and sub-conscious level.
- She now has more understanding of how they think.
- She now forces herself to make a decision.

Case Study 3 – Sita . Sita, a British tourism management student in her early 20’s, decided to research ‘Honesty and integrity . . the acceptance of gifts in the workplace’. Her concern stemmed from firstly, a belief that the “core of good business ethics can only be achieved through the honesty and integrity of each and every individual within the entity”; and secondly, through personal experience of being offered gifts in her workplace. (For the full case study refer: Appendix 16c)

As a result of the learning:

- She considered that you cannot tell someone to have integrity . . “it comes from within” .
- If you consider the right answer inside, you have no guilty conscience.
- She felt ‘happy’ about the issue of personal integrity. “I was being ethical with myself” at an important period in her life.

My engagement in class

I observed that I becoming far more confident in my interactions in class in terms of giving anecdotal examples of ethical dilemmas. I gave examples from students' work in Round 1, but also from the perceptions and ideas emerging from responses from three managers I had interviewed in 2001.

I was beginning to recognise and be sensitive to the fact that students were displaying characteristics of the higher 'stages' in development identified in the research undertaken by Perry (1970), Belenky et al (1986) and Baxter Magolda (1990) amongst others. There seemed to be emerging a link between characteristics and engagement with questions of integrity and the higher levels of development. Equally notions of deep learning, as identified by many of the students, again linked in with higher level engagement.

I was becoming more aware of the cognitive and affective engagement that was forming the basis for the learning for me, as well as for the students. The cognitive engagement was on an intellectual level, of questioning, reflecting and making choices. The affective engagement was at an emotional level, in the moral commitments that were being made towards values within dilemmas, of judgements being made about the conduct of others, of being anxious to resolve some of the dilemmas, and making a principled stand within complex and often contradictory scenarios. The experience that the students highlighted in terms of the learning being 'important and interesting', mirrored my own feelings and experiences about the dynamics in class. I was recognising that I had an important role in facilitating this process, and that action research was a useful approach to structure the process, as well as it underpinning a values-based approach to pedagogy and research.

My research

I was aware at an early stage of Cycle 2 in 2001, that I was tending to view my research in a microcosm, and that I was not making connections with my other teaching within the Business School. There seemed to be a gulf between the valuable and challenging teaching that I was committed to with the Ethical Management, and the more mundane teaching that I was doing in the other management subjects that I responsible for delivering. These were generic management and business operations subjects that I had been teaching for the previous 8 years. I saw my teaching on the Ethics course as totally detached and different to this other teaching. This caused tensions in my perception about the value of the general management teaching, and that I wanted to be able change this in line with what was evolving in my new pedagogical practices. It was not possible to do this due to time constraints and my PhD research was consuming all my available resources.

The Division within which I was working underwent a full QAA review in 2001, and I was personally involved in many aspects of the process. This meant that, due to the additional work and preparation that needed to go into the review, my research was effectively put on hold for a period of two months. I also had all my other teaching and administrative commitments during this period as well. Although the result of the review was highly favourable, the experience of undergoing the imposed review was both traumatic and distracting.

The ongoing research, including the generation of data from a wide variety of the different sources, and in particular from students, meant that the rolling process of the PhD was constantly generating new insights into the answering my research questions. I was undertaking ontological

research to gain a perception of how I and others view ourselves, in how we think, make decisions and commit to actions. The integrity was reflexive, a way of identifying an identity. For me it was an emerging identity as a teacher of management ethics, and for my students it was in their future role as managers in their respective industries. The action research was a useful and values-based approach which was assisting in applying integrity in our research, in our interactions with others in class and in the claims that we made.

One of my key problems in this observation stage of the Cycle 2 was to decide which data was relevant and valid, and whether I was making authentic interpretations of all the different perspectives of the different stakeholders. The mass of reflective data being generated was problematic, and still ‘mushrooming’, although I was continually reflecting on the whole project. It was not until in the latter stages of the research that I was able to develop an objective view of what the data meant, and how it could be integrated within the final claims. My personal ‘barriers’, identified in my reflective diary, had been as a result of constantly questioning the legitimacy of my work and this hindered progress, and transferring to a new University mid-way through the research was very disruptive.

The PhD process

The PhD process which worked in tandem with the research was a framework for me to develop and formalise the research. The experience of writing a 10 month report at the end of 2000, and presenting my research to a critical audience of supervisors and interested others was challenging as a milestone, but assisted me to really discipline the research and hone down my research. The meeting, which I recorded and transcribed, formed the basis of much of the questioning for this

stage of the development of the project. The PhD also involved a series of key milestones for me to achieve, include the MPhil/PhD transfer application in June 2001 which was a detailed report. The process also involved me attending annual Summer Schools provided by the University to share my work with other PhD students. This gave the research momentum and meaning, and a good opportunity to test my research with critical audience.

Sharing my work

As part of my evolving research during this second Cycle, I was involved in a range of conferences and meetings with academic communities to learn about others' research, but also to share and validate my research. The groups that I attended included two annual conferences of the Collaborative Action Research Network (CARN) in 2000 & 2001. This was an international network of academics, mainly teachers who were involved at the forefront of action research. Even though I did not give formal papers or presentation of my work, I was encouraged by the informal positive interest in my work. I discussed with colleagues at the conference the meaning for integrity, and many of the academics considered that integrity only has meaning when it is put into a specific context. The key concern for many of the action research academics was the importance of the maintenance of personal integrity in very challenging times for teachers, particularly in secondary schools.

I also attended three conferences arranged by the European Business Ethics Network (EBEN), again predominantly a network of academics, involved in the teaching and learning of business ethics in 2000, 2001 and 2002. The two latter conferences were specifically on 'Teaching Business Ethics'. At the 2001 Summer conference at City University, London, I presented a paper

“The development of integrity through the teaching and learning of ethical management”. I explained my research to a critical audience and later reflected on the response and dynamic of presenting and responding to questions around my research. The response from the audience, who were predominantly university lecturers in UK Higher Education was very positive. One of the audience considered my work was ‘cutting edge’ in terms of really exploring the dynamics of learning and personal commitment. She encouraged me that I should not waver from a developing my research. In presenting the paper, I also intimated that there was emerging, different characteristics of integrity between the sexes in the learning context. She cautioned me to be careful to substantiate my claim if I was to develop the gender theme.

I also presented my ongoing research to smaller academic groups as the research evolved. In 2002, I presented my research to an academic peer teaching group within South Bank University. The group considered the importance of my work and whether ethics should indeed be integrated throughout the syllabus, and not exclusively in an optional unit at the end of the courses.

In 2003, I presented my work to peers within in new post at Roehampton University. The response was again very positive in terms of interest not only in the approach that I had taken to investigating, but the audience was very interested in the anecdotal evidence I had presented.

In 2004, I also was invited to present my work to a group of business academics at the University of Surrey in Guildford. I presented my ongoing research I asked a critical friend to take notes in the audience. I had put together a model⁴² that was an attempt to place my understanding of integrity within the complex perspectives of values and the place of the self. Again the audience

was very complementary about the research, however many considered that the model was problematic, in that it was too general, and did not include theoretical perspectives from Organisational Behaviour Theory (which was incidentally their specialism). They misinterpreted my model as a theory, as opposed to what I had intended it to be, more as a map to explore the complexity of the issue. This experience however, was positive in terms of not now getting too drawn into developing an objective theory of integrity and concentrate back of applying integrity back to my practice through the action research paradigm.

In 2005, I gave a joint paper at an ethics conference held at Roehampton University through the Centre for Applied and Professional Ethics (CAPE) entitled 'Personal Integrity Development in Parallel Worlds'. The paper which was jointly written with a City-based ethics consultant to the financial services industry (although only subsequently presented by myself), explored our two separate, yet similar strategies and approaches taken to the teaching, training and learning of business ethics. We both applied a virtue ethics approach. It compared my modular approach to the teaching of business ethics on undergraduate courses with corporate ethics training. The response from the academic audience was very positive, and many of the delegates concurred that many were now approaching the teaching of ethics, although in different disciplines to business, by adopting a virtue ethics approach. One audience member, a philosopher probed me to justify a virtue ethics approach, and claimed that ethics, particularly in a business setting is unquestionably about abidance by the rules and in terms of duty. In response, I was surprised at the audience's rigorous defence of my position and my approach, although it did play on my concerns about my lack of in-depth experience in philosophical dialogue on pure ethics.

⁴² Refer to Appendix 22.

The Impact of sharing my practice

The process of academic engagement worked in tandem with the PhD process, as well as the modular programme of teaching the unit, both on the three years of the focus for this thesis, but also in later teaching on undergraduate and postgraduate management courses in my new post at Roehampton University. The cumulative effect of combining my classroom research, my practice and praxis as a teacher of ethics, of sharing my work with academic communities contributed to establishing my place and identity within academia. I wanted to develop claims on behalf of my students who had participated in the research, as well as offer a contribution to pedagogical practice and research.

In my presentations of papers at various conferences and academic meetings with peers groups, as well as the formal and informal PhD supervisory meetings, I was gaining a strong conviction about the value of my emerging work on pedagogical practice. I was using the presentations to promote the valuable work undertaken by students, and I was aware that I was promoting the emerging 'voice' of the students, through their work. I was struck by the positive responses that I had received from the many audiences that I had addressed.

Reflections on Cycle 2

As part of the reflection process for this Cycle 2, I have briefly reflected below the key issues to emerge for me throughout this long period of the research project. This brief outline acts as a precursor for the key claims that I have developed for the next chapter, Chapter 6 'A meaning for

integrity and praxis', where I critically analyse and discuss the results my claims to knowledge and the development of my understanding.

In Cycle 2, I undertook another set of 'Dilemma Analyses' to explore further dilemmas from my emerging understanding⁴³. I moved my research forward to include the discipline of applying action strategies to my teaching and my research. It was interesting to note when summarising the types of dilemmas to emerge within my research (refer to Figure 5.6 below) that regardless the type of dilemma identified, whether it be an 'Ambiguity', a 'Judgement' or a 'Problem', they would mostly all offer guidance on improvement of my practice. The 'Judgement' dilemmas offered the richest source, and although the 'Problems' were not often resolved, they would continually make me question the course of action.

Figure 5.6 – Summary of the types of dilemmas identified within the research project.

Dilemma Analysis	Appendix No.	Type: Ambiguity	Type: Judgement	Type: Problem	Totals
DA 1	8	6	7	2	15
DA 2	9	6	10	14	30
DA 3	17	2	3	3	8
DA 4	18	3	9	8	20
DA 5	21	0	5	2	7
Totals		17	34	29	80

⁴³ Refer Appendices 17, 18 & 21.

I continually reflected on my practice, to evolve the research and meet my stated objectives and research questions. I recognised theoretical concepts of pedagogy and learning that support the committed engagement by many within my research. I identified the processes for learning that occur within the learning programme, and I explored the notions of cognitive and affective engagement within ethics. The central question of integrity was always at the forefront of my questioning within the research and teaching, and I questioned a meaning for my integrity in practice as a teacher. This was informed by an investigation of: the learning, of students' integrity, especially for these young adults in the important formative stage of their intellectual and personal development; within the learning process and their own perceptions of what integrity means to them; and in the sharing and validation of my understanding of integrity in the context, by identifying and analysing the 'magic' dynamic that occurred in the classroom.

The students participated collaboratively and openly in my research, as well as within the learning process. I developed my understanding of the central questions for my research through their support and inspiration. The dynamic of their engagement in class in the 2nd and 3rd rounds of delivering the unit, were in many ways as engaged as those identified in Round 1. The small action strategies that I developed for the research, combined with my ongoing reflection on my practice generated a fundamental change and transformation in my understanding of my identity as a teacher of ethics, and of the reciprocal nature of my and their 'deep' learning within the action research as the foundation for understanding of integrity in integrity.

This iterative process was not without considerable problems. The internal 'barriers', that I encountered in my resistance to conclude the research and establish a 'voice' for myself,

prevented me from concluding the project. My continual mapping and remapping of the research, of questioning every aspect of the research in detail, and the process of allowing the research focus to 'mushroom', meant that I was focussing on the breadth, and ignoring the critical depth that I needed to engage in. I was not part of an action research community within my institution, and although I was familiar with the processes for action research, I was uncomfortable with the open and free language that action researchers adopt. I was constantly questioning the legitimacy of my work. Part of the resolution for these dilemmas, has been explored in my claims to knowledge, in order to allow myself to have a legitimate and authentic voice for my practice as a teacher of ethics, for my research, and for my students who have been central to my understanding.

I left my post at the University in 2003 to take up a Senior Lecturer post in Management at the School of Business and Social Sciences at Roehampton University, in South-West London. The University is a smaller institution overall than my former university, however the School itself has a much larger cohort of students studying business and management with around 250 new students entering undergraduate business courses each year.

In 2003, I again inherited a Business Ethics module, however the format and structure of the modular course was very different to that I had managed previously. The validated module included a combination of group coursework and a formal examination. The focus of the module was for students to choose a business to investigate and undertake an ethical 'audit' of the business and the report back about how to improve the ethical performance of that company. There were many elements of my previous experience that I could integrate and share within the

learning on this module although the key challenges that I found were that the students found the group element onerous. The 'management' and institutional focus on compliance issues although interesting for the students, lacked the richness of context that I and my previous students had experienced.

I applied to re-validate the module in 2005 to bring it back to a coursework only module, and that it would be developed on the same model that I had used at my original University with the students undertaking a personal action research approach requiring them to choose, identify and analyse an ethical dilemma. This optional module, open to all final year undergraduate business courses has proven to be a very popular module over the last four years with around 80 students now taking the module each year. The profile of the students is similarly culturally diverse as above.

The size of groups has proved to be highly challenging and the validation process of students undertaking a personal 20 minute validation has been particularly difficult to manage. I have had to reduce to level of personal guidance that I could offer each student, but have been able to develop the notion of peer support with the use of critical friends to replace some of the more detailed support that I could offer. For my part though, I have been released from other more generic management teaching so that I can develop myself as the 'specialist' in business ethics within the School.

I have developed the module for Masters level programmes which were validated over this period, and now deliver the module to programmes including the MBA, MSc International Management

and a specialist MSc in Managing Equality and Diversity. There are currently around 40 full-time students undertaking my module at Masters level. The two latter programmes above have made the module a compulsory part of the course. Elements of business and management ethics have now been integrated within a new 'Questioning Citizenship' module for all 1st Year Business students. In a revalidation of all business undergraduate degrees in 2006, I reviewed the whole curriculum to consider and work with colleagues to explore elements of other their modules that could include an ethics perspective so that my ethics module was not the only place in the syllabus that would tackle the ethical dimension. The School has also recently developed a research centre on Organisational Research and I am contributing towards offering research on ethical issues.

The School has been supportive in allowing me the freedom to develop these modules, and this is in line with the University's open culture and philosophy in developing students' education. My main challenges have been in terms of maintaining the quality of the learning environment, particularly with groups of around 40 students in one seminar group. The development of a 'voice' for the student, which has been fundamental to my research for my PhD, has been my priority. The 'magic' dynamic with students, experienced during the three years of teaching and researching the unit previously is still a central feature of the learning dynamic.

During the extended period of attempting to complete the PhD research (whereby I had also subsequently transferred registration for the PhD to Roehampton University in 2003) the process of analysing data and actually completing the research had been challenging. The research into my praxis has offered me a foundation for the extensive ethics teaching that I now am committed to. I continually reflect on the teaching and learning, always striving to improve understanding as well

as the student learning experience. The critical engagement of students is again a central feature of the process. In continued reviews of students' perceptions of the learning experience, students talk of the profound nature of the learning and that it is 'different' to the usual generic management modules learnt on the course.

The valuable insights of students into their learning and understanding have offered me a greater understanding of my place as a teaching and I am grateful for them for their honesty and participation. Notions of integrity and the place of virtue ethics within the classroom are fundamental to the questions and learning addressed in class. Similar to the sentiments made by Diane in her interview "what I had researched has now become my philosophy",⁴⁴.

⁴⁴ Refer Appendix 16b.

Chapter 6 – My research claims

Introduction

In this chapter, I have developed the three key claims to knowledge as part of my action research project. My claims have been considered in relation to the original objectives and research questions. The analysis and discussion has considered the significance of the results from the two action research cycles. The implications of the study have been explored particularly in terms of thematic interpretations of the development of understanding through the key stages of the project. The focus for my claims originally emerged during the reflection stage of Cycle 1 and the planning stage for Cycle 2. It emerged from a recognition that I was trying to develop an understanding of my place as teacher/researcher, in tandem with my students in relation to their learning. The notions of integrity were questioned in terms of how I saw myself within the process of the development of my practice, the relationships which formed the basis of the learning process, and the meaning of integrity as principle within the educational setting.

My Claims

I have therefore developed three claims for my research:

Claim 1 – I have developed an understanding of the theory of praxis through applying integrity in practice within my educational setting as a foundation, principle and guide.

Claim 2 – Learning ethics through action research, is a profound, transformative and reciprocal process that has its own integrity by empowering students to develop a voice in the classroom.

Claims 3 - Research and reflection on practice as a teacher of ethics has enabled me to develop an understanding of what integrity means in practice.

The three claims have worked in tandem, and each informed the other. They have been developed using a range of analytical approaches including: Winter's (1982) Dilemma Analysis; case studies; observations; and reflections on my practice.

Claim 1 Praxis - I have developed an understanding of the theory of praxis through applying integrity in practice within my educational setting as a foundation, principle and guide.

The research into my practice has been a profound journey of questioning and understanding my values as a teacher, as well as my practice and how I facilitate learning. The exploration of integrity, particularly when questioning the teaching and learning of ethics in management, has been challenging and enlightening. The students, who, over the three years of my teaching the unit, played a crucial part in helping me to develop my praxis. Praxis, as a concept, was initially difficult to define and understand, however the notion of praxis as a moral disposition to act truly and rightly, a concern for human well being and the good life (INFED 2006) seemed really important to my central question of integrity in my practice as a teacher. The process of continually reflecting on my practice, intervening, putting action into place throughout the project, and transforming my understanding and that of my students, has allowed me to gain a deeper understanding of my praxis. It has been a foundation for my actions and research. It has been a principle for me to engage in the classroom as well as in my research and it has offered me a guide to explore integrity as “morally committed action which is morally informed” (O’Hanlon 2002:118).

Praxis, for me went beyond the notion of basic practice in the classroom, and I was inspired by Carr and Kemmis’ assertion that praxis was more than just practice as behaviour, and that it was ‘risky’, as it was “a test of the actor’s understandings and commitments” (Carr and Kemmis 1983:190). I recognised that, through undertaking action research, that the task was challenging and there were dangers in doing so. In applying Winter’s (1986) six principles of action research, I

found that there was real value in investigating my own practice, through ‘reflexive and dialectical critique’, through ‘collaboration and creating plural structures’, through ‘risking disturbance’ and subsequently internalising theory and practice’. The process was a study of the development of my personal and professional self-awareness, and this has been through developing reciprocal learning environments and relationships in the classroom. The process has offered me a voice in different academic communities and I have been able to share my practice and praxis.

Praxis and the dilemmas of being a teacher/researcher

I developed a set of practical action strategies in both cycles to adapt and develop the syllabus and learning to support my emerging understanding, but also to ensure that the dynamic of personal critical engagement was maintained and developed through the three years. I wanted to ensure that the ‘magic’ dynamic and environment that I encountered and I had been a part of in the first round of teaching the unit would not be lost, but enhanced.

I was aware that I was central to the dynamic of the learning, but I also had a vested interest in ensuring that the students in subsequent years would engage in meaningful learning, and produce similar powerful and engaged work. I questioned the ethics of my research continually, especially in my position as a teacher/researcher, as highlighted in my dilemma DA2.21⁴⁵, whereby I questioned my position of power as teacher, yet at the same time researcher,, and resolved to counter this by addressing the conflicts of interest. I resolved this by opening up research early on in Week 1⁴⁶ in the subsequent two rounds of teaching the unit. Interestingly students would often

⁴⁵ Refer Appendix 9.

⁴⁶ Refer Appendices 14 & 15.

ask the progress of my research, and I would continually mention it when giving examples of previous students' work in class.

This was similar to the experiences of Edwards (1993:161) who identified the role of the 'practitioner' and 'researcher' as sometimes complementary and sometimes in conflict, and she asserted that the best we could aspire to in action research was to be as honest as possible about our research stories when writing and presenting our 'truths', as it had the potential to empower and contribute to collective understanding.

I saw my role and position within the process was that of facilitator, and guide. In my dilemma, DA2.17⁴⁷, I questioned my problems of 'mastery' of subject areas and theory within ethics, but countered this with my mastery of the process of facilitation. I recognised my inevitable bias in my values, but I was careful that I was open and transparent about my position, my ethics that underpinned my teaching and research. I again identified a conflict of interest as a teacher/researcher and in dilemma DA2.32⁴⁸ that I offered extra help to some students and not others. I countered this by ensuring in Cycle 2, by concentrating in offering more formative feedback both formally and informally.

My role within the learning process was constantly evolving through the reflection of my practice. I recognised my position as role model, as teacher and subject specialist. Many students however unquestioningly adopted many of the ethical models and principles that I had advocated using.

⁴⁷ Refer Appendix 9.

⁴⁸ Refer Appendix 9.

The learning was enhanced by empowering them to take control of their work. I passed the power and responsibility over to them in terms making choices on their work, how they develop their research and the claims that they were to make. I tried to establish a learning environment whereby the students were safe and free to engage and open up with the learning, that they challenge and can be challenged, so that their integrity could be maintained intact, but also allowed it to be nurtured and developed. I however identified early on in my research through dilemma DA2.29⁴⁹, that it is clearly risky to deal with the affective, yet some students equally thrived through the process.

I needed to be careful that I did not lose sight of my responsibilities to assist all the students who chose to undertake the unit. I identified my concerns of using students as ‘guinea pigs’ in the dilemma DA2.28⁵⁰ and considered my change in practice as a result of the dilemma would be to be more transparent and open, and explain the collaborative intent of the action research. This was done not only in the first week of Round 2, but on a continuous basis throughout the semester.

The students who undertook the unit, had done so voluntarily. I had asked their permission to participate in my research, including making observations of the classroom, of tape recording sessions, of asking students to participate in interviews about their learning and understanding. I was aware of the potential conflicts of interest that undertaking research would entail, and resolved these conflicts of interest by being transparent about the process and offering them informed consent, with freedom to withdraw at any time. I was meticulous and rigorous about

⁴⁹ Refer Appendix 9.

⁵⁰ Refer Appendix 9.

getting students to validate the transcriptions of the interviews as well as agree the initial findings of my research in response to the data.

I had established a positive environment in which the teaching learning and research could work in tandem. I had however underestimated the importance of my relationship and responsibilities with the University in terms of my research ethics. I had kept my superiors at the University fully informed of my research that I was undertaking with my students, through the formal, annual PhD reports, and with PhD supervisors on a regular basis. I had not put my PhD through a formal Ethics Committee as the process at the time was not rigorously enforced. On leaving the university and joining my new University, with a new registration for the PhD, there was a far more rigorous approach taken to the research and I submitted my research to date for scrutiny through their Ethics Committee, which was subsequently agreed.

Resolving participation problems through action research

Not all the students were able to fully engage with the challenges of the unit. Some produced work which was weak in academic terms. There would be some who had little engagement with the action research process, as I had highlighted in my dilemma DA2.09⁵¹ whereby I identified that some students were compliant and instrumental in their work, and that I was unable to unlock this in the 12 weeks of the course. My resolution and change in practice was to help students understand that the problem was in the way that they were locked into dualism. By integrating an understanding in class of the theories of student development of Perry (1970) and Belenky et al

⁵¹ Refer Appendix 9.

(1986), many students began to recognise the way that they responded and that they could potentially take ownership of their understanding and thinking.

One of the challenges within my research was to ensure that all students would benefit. In adopting this utilitarian approach, I needed to be creative and effective in ensuring that the action strategies I developed would be inclusive. I identified in another dilemma DA2.10⁵² that encouraging the students to use action research, did have its problems and contradictions. I integrated a change strategy which would involve a workshop to share other people's work and their perceptions of action research. Central to the development of learning was my approach of getting students to 'open-up', by having a 'voice', through the collaborative intent of action research. This again posed a number of problems as I identified in DA1.15⁵³. Some students felt empowered by the process, others felt 'powerlessness' to act. My change in practice included explaining this dilemma in class, particularly to those students who were more reserved. As was identified in Cycle 2, I identified that many students responded by sharing their work, as well as the inherent challenges within the ethics of what they were doing.

My research, reflection and praxis

The development of the research and practice was complex, in that the notion of integrity was very difficult for me to pin down. I advocated a virtuous approach to the teaching and learning of ethics and encouraged the students to adopt a similar approach, whilst being critical of the whole process. The adoption of action research allowed me to develop parallel research into practice. I

⁵² Refer Appendix 9.

⁵³ Refer Appendix 8.

was able to experiment in my practice, taking controlled risks in getting students to engage with the affective, of their emotional engagement with the issues within their ethical dilemmas. This was again possible by being open and transparent about my aims and objectives, and including the students in a collaborative manner. I questioned in dilemma DA2.06⁵⁴ whether by getting students to engage with integrity, this was a potentially a form of indoctrination as highlighted by Mahoney (1993), and again the remedy to this dilemma was to share and be open about their responsibility for the ethics within their research projects.

The process of continually questioning what worked and what did not work within the learning⁵⁵ helped to offer guidance and balance in the teaching of the unit in subsequent years. The reframing of the research questions, although disconcerting, did offer me an anchor and foundation to finally establish the focus for the PhD. I was able to develop an iterative engagement with the pedagogy through self-reflection, but also through considering how other teachers of business ethics tackle these thorny problems.

The students judged for themselves my contribution to the process, and in both the cases of Kate and Harry⁵⁶, they were explicit and clearly articulated that they felt that I was unbiased and recognised that teaching ethics was very difficult to undertake. I set a standard of ethical conduct in the classroom, as well as specifically guided them through the ethics of undertaking qualitative research of this nature, but the responsibility for undertaking their research was passed over to them. I recognised my responsibility of potentially opening up a ‘can of worms’ in DA2.16 (refer

⁵⁴ Refer Appendix 9.

⁵⁵ Refer Appendices 5 & 6.

⁵⁶ Refer Appendix 7 g & a.

Appendix 9) when asking them about their perceptions of the university itself. I also recognised that the ‘can’ was in fact a source for them to judge their own integrity. I responded to my own dilemma by getting the students to question the whole issue of opening up the question of ethics, but also closed the lid by not asking the question beyond Round 2. I made the judgement that it was not fair to expose them to potential risks as it was not directly linked to my research.

In both action research cycles, I started to develop a deeper understanding of my role within the process of teaching and learning. I had started to gain confidence, not only in the delivery of lectures and the syllabus, but in the guidance that I gave to students in their project work. I recognised in DA2.27⁵⁷ that this increased confidence coincided with a deteriorating lack of confidence to develop the research. I attempted to resolve this through developing my reflective skills and take heart through sharing my work with other academics. This aspect of my work I found particularly challenging, and highlighted to me the contradictory nature of reflective practice.

Sharing my research, overcoming legitimacy questions and self-doubt

Another perspective for my first claim of the development of a personal theory of praxis through applying integrity in practice, was in relation to my engagement with all the different stakeholders throughout the process. I took the responsibility within the PhD to research an understanding of integrity in practice, a task in itself that required an in-depth, reflective self-critical exploration. Through using an action research epistemology, I have been able to learn about myself through

⁵⁷ Refer Appendix 9.

others, of trying to improve practice, of developing action strategies to question and strive to improve the students' learning.

The action research approach has meant a development of commitment on my part. Early on in the research and teaching I questioned the legitimacy of my role. I had a lack of knowledge and I questioned my own competency to teach ethics. I was an experienced teacher of management, but I was concerned about my limited philosophical grounding in ethical theory. The literature on the teaching ethics supported the view that ethics cannot be taught (Sims 2002:9). This point was raised in the 10 month report meeting for my PhD in Cycle 1. My practice therefore focused on facilitating a pedagogic approach and environment to enhance learning, as opposed to imposing the learning on students.

The planning in Cycle 1, for the first round of teaching the unit in 2000 has been explained in detail in Chapter 4. The detailed preparation and planning for the module gave me time to consider the philosophical underpinning for a general approach, and this was researched in relation to other pedagogical best practice in the teaching of ethics. The meaning of integrity in practice was unclear during this early period. I instinctively knew from an early stage that integrity was an important issue within my practice, however I was unclear about defining integrity within the whole process. Integrity was a highly complex and illusive concept to pin down, and the more I tried to pin it down, my interpretations became inadequate to reflect the richness of the concept.

Problems such as, the practicalities of the delivering the syllabus, of setting a safe and dynamic environment for learning, of developing reciprocal and collaborative engagement of getting

students fully engaged at a critical and emotional level, were challenging. I observed, for example in my dilemma DA2.04⁵⁸ that male students tended to focus on the context of the dilemma objectively when considering their own integrity, whereas female students tended to talk about themselves and their own values. I tried in Cycle 2 get the students to discuss these different perspectives in order to resolve the dilemma. The shift that I observed, particularly with male students was that they became more brave in articulating their views without being constrained by notions of political correctness (PC). I raised the issue of being PC particularly when the question of glass ceilings for women emerged.

I encountered further challenges in questioning my role and responsibilities. I was central to the process, but I also wanted the students to take control. I identified the irony of my approach in DA2.20⁵⁹ in that I was encouraging an open forum and transferring power to them, at a time when as a teacher in higher education I was experiencing less control in an age of 'new managerialism'. I was however given freedom to develop and experiment and I largely ignored and resisted the political arguments within the universities about the march of massification. I pursued my approach of empowerment for my students, and felt empowered as a result.

I therefore saw my responsibility as offering a structure for learning within the constraints of the modular unit, of setting a framework, articulating values in practice throughout the process, of effectively managing the logistics of the planning of projects for the students. I tried to establish a reciprocal dynamic for learning, for testing out values, and to challenge understanding, of developing cognitive capabilities to question and critically analyse difficult ethics dilemmas, and

⁵⁸ Refer Appendix 9.

⁵⁹ Refer Appendix 9

to engage with the affective and emotional in relation to the issue, as well as apply ethical theories and models to interpret and understand.

Facilitating learning through praxis and validation

The process of the student validations, of giving the students a voice by presenting their research to a critical peer group, allowed them to place themselves at the heart of the dilemma and the learning. They could then reflect by taking a critical objective view of the dilemma as well as testing their own values at the same time. Early on in the teaching of the unit, I would get the students to question their own integrity as well as the integrity of others in the in-class exercises as well as their personal dilemmas.. The ground rules for discourse that I had established set the standard for discourse based on care for others. My praxis therefore focussed on getting them to develop and grow, and to find a commitment towards their own learning, their self understanding to produce their own claims to knowledge which were tested and validated through a peer group.

The formative process within the validations were often a milestone in the students' learning. They were guided to manage the ethics of their research, in order to maintain an integrity for their work, as well as for maintaining the integrity of the respondents who were contributing to their research. In parallel to this, I continually questioned the ethics within my practitioner research and practice. I recognised early on that I was at times naïvely exposing students to potential risks and dangers by opening up the affective engagement in class. I was advocating an integrity approach to learning ethics, but I was at times being selective about my own ethics within the research process. As mentioned earlier, I opened up some 'cans of worms' when asking students as to their

perceptions of the ethics of the University of which I was a part. I also gave priority to my ethics teaching to the detriment of other aspects of my other teaching responsibilities. The process of addressing these conflicts of interest were for me an essential part of exposing and making public the tacit values and bias that was often left hidden in my role as a teacher.

My role as assessor was a difficult one, in that I had a responsibility to assist the students to meet the learning outcomes for the unit, and for all of them to develop their cognitive skills for knowledge, skills and understanding. My research had a different agenda in terms of exploring their learning and personal integrity which extended beyond the cognitive to the affective and emotional domains. I had a vested interest in establishing an environment in which I could rely on them for their participation in my research for my PhD. My response to this was again openness, and being explicit about the collaborative intent of the action research.

In Cycle 2, the research became for me a more profound personal journey of experiential learning, of finding my own voice, of living my own values in practice, of living with integrity, of a personal transformation whilst at the same time allowing others to find a voice. I had become far more aware of my identity as a teacher through the reflection in action. I was aware that I was becoming more political in my views in class as highlighted in my dilemma, DA4.15⁶⁰ and reminded myself of the need to be aware of my own bias. A resolution for this was to share this in class, and caution the students about not being too judgemental about others.

⁶⁰ Refer Appendix 18.

The dynamic process of questioning my position as a role model, and the responsibilities that this entailed, was a continual feature of my research and praxis. I questioned in dilemma DA4.8⁶¹ whether I was providing enough summative feedback, but recognised that many students had already taken ownership for themselves.

The establishment of an environment in which integrity could flourish, was most important to me. I noted in Cycle 2, how I was aware that there were dangers of imposing my position of authority on students, being simultaneously tutor, lecturer and Course Director. My integrity in practice was an interlinking process from three perspectives, in the way that I thought, secondly, in what I said, and finally in the subsequent action that I pursued, and the consistency, coherence and virtue between the three. The constant questioning of the notion and meaning of integrity, as well as the questioning of the dangers of doing this for myself as a well as for my student, as highlighted in dilemma DA4.07⁶² offered me an inner integrity for theorising about my identity and character, and the place for my personal theory about my practice, the values that I was now voicing and advocated, which was interestingly similar to the process that Diane had experienced from having undertaking the unit. I recognised that I had started to construct my own professional identity, as a teacher. In my dilemma, DA4.19⁶³, I again questioned the challenging nature of this, and whether I should be imposing this on my students, particularly at undergraduate level.

I undertook vast amounts of undirected work for the PhD in terms of repeatedly mapping ideas, of undertaking detailed analysis, reading, and expanding the research way beyond the original focus, in the attempt to cover multiple perspectives. I however resisted placing myself at the centre of the

⁶¹ Refer Appendix 18.

⁶² Refer Appendix 18.

research, and I had reservations in sharing my findings. I would deny myself from having a voice within the research. The ‘voice’, ironically, was the very thing that I was encouraging in class for the students. How could I facilitate and encourage this rich work and learning for the students, but deny myself the opportunity to express and share my own findings within my own work? I confronted this concern by gradually opening up and sharing my work, and being prepared to allow others to offer criticism. This was due to a recognition on my part, as to the value of the research, the research context and findings, and that this was a contribution both to the understanding of the pedagogy and learning, but also that I had some important things to say around the ongoing debate about the place of teachers in higher education.

Action research was a means for exploring and reflecting on improvement to practice and praxis, to question and develop my own living theory⁶⁴. By using action research, it offered a way of developing action strategies for change within my practice, of reflecting and refining the way that I delivered and interacted with my students. Action research was however problematic, in that it was small-scale, and it was difficult to generalise findings. It was however very positive in terms of the value of undertaking the research, of giving the students the opportunity to open up students, and them taking ownership of their learning and giving them a space to question deeper meaning of difficult ethical dilemmas in an environment whereby they can question the status quo.

Sharing my research, overcoming legitimacy questions and self-doubt

The process of reflecting on and instituting change in my practice has been supported by the

⁶³ Refer Appendix 18.

⁶⁴ Whitehead (1989)

collaboration of significant others. I shared my research with the students, and I shared and opened up my practice to critical academic audiences at a professional level, so that I could validate my ongoing research and explore further ways of improving my understanding.

In dilemma, DA4.18⁶⁵, I again identified the personal dilemma of being under-confident of sharing my work with academics, yet the response that I nearly always received was positive. I identified that as part of my praxis, that I should not feel as though I was exposing ‘my’ integrity to critique, and that it was my research that I was sharing. This continued personal dilemma, which appeared to be part of the cause of the personal barriers that I was experiencing, was also considered in a further in my dilemma, DA4.20⁶⁶, whereby I became more detached from any action research community, yet still pursued the approach for my research.

I was able to overcome many of my personal barriers, by having the courage to share my practice with peers as well as the students, who were able offer a critique of my work. I was able to recognise that the powerful work that the students were producing was as a result of the learning program that I had devised and developed as well as the learning environment that I had sought to establish. The sharing of my work with different academic audiences was an important part of maintaining the integrity of my work, of giving a voice for the rich and engaged perceptions of my students within their work as well as to their learning. It also allowed me to have voice as part of a wider academic community.

⁶⁵ Refer Appendix 18.

⁶⁶ Refer Appendix 18.

Change and innovation in practice

Although successful for many of the students, the changes that I instituted in my practice were largely on a small scale. I had initially recognised the literature on other approaches advocated to the teaching of business ethics, early in the research process, now that I had found my own safe formula and dynamic. I identified in dilemma DA4.01⁶⁷, that I was all too accepting of others' definitions and notions of integrity without really questioning them further. Interestingly my recognition of this failing, helped me to recognise the real problems of conceptualising integrity, and that I needed to create my own understanding for integrity as opposed to continually searching for an answer through others. I also identified in Cycle 2, a further dilemma within my practice in that I had begun to take too much control within the validation process. I would take the lead in discussions within the validation peer group. The power of the dynamic of learning within the peer group, that I had identified as being so important, was being undermined. I reflected that I needed to step back and allow the students assist their colleagues.

Concluding thoughts about Claim 1

My practice included innovation in pedagogy and originality in approach, particularly in the use of action research and in the application of validations as a learning process. My work was also innovative in getting students to take ownership for their learning, of them adopting a virtues approach, through an innovative approach to peer assessment, in the use of focus groups, using integrity as a central theme and principle, appropriate in the context of the teaching and learning of ethics, because it was about the quality of the judgement. There was a very close link between my

⁶⁷ Refer to appendix 15.

intention to question integrity in my context, the teaching and learning of ethics, the use of action research, and my practice. They all worked in tandem. Facilitating learning in the classroom, with the focus on integrity, offered me a foundation for trust in the environment for learning.

I have identified how I have changed and grown through undertaking reflective and reflexive work. My praxis was through living by my own theory of development and in taking responsibility for maintaining the environment for development. In my transition from novice to professional, I used and adopted integrity as my dialectic as foundation, principle and guide throughout the process. I have tried to live up to my own values in the context, by facing up to and overcoming barriers.

Claim 2 – Learning ethics through action research, is a profound, transformative and reciprocal process that has its own integrity by empowering students to develop a ‘voice’ in the classroom.

Introduction

My second claim to knowledge has addressed the research question - ‘How do students learn in the context of studying and researching ethical management and what is the relationship with personal integrity?’

Students, action research and the freedom of choice

The students were asked to apply the principles of action research in their investigation of an ethical dilemma in different management settings. The action research enabled and actively encouraged the students to articulate their values in the relation to the dilemma that they were investigating. They placed themselves within the research itself which was an approach that many

were unfamiliar and uncomfortable with. The students were however experienced as learners, and they became more confident once they were able to pick up the concepts, theories and practical uses of action research. My primary objective was the development of their understanding, and for them to take ownership of the process and the learning.

In the classroom, students were encouraged to engage with the ethics of business and management, to make choices throughout their learning, in their research projects through to their emergent claims. The process was designed to allow the students to make a wide range of choices. They chose the topic for their ethical dilemma, they chose the research focus, and methodology in undertaking some qualitative research; they made decisions about the possible resolution of the dilemmas; they also chose the criteria by which they wanted their validation sessions to be assessed. They finally were able to choose which validation sessions they wanted to attend as part of the validating group. The individual validation sessions in the seminars were specifically designed to allow the students to share their research with a critical audience of peers, and justify some initial claims to knowledge. Kallio et al (2003), in their review of papers on developmental processes in adulthood, identified the importance of personal choice or at least of an ability to make sense of and create coherence in one's life course: individuals are seen as active contributors to their psychological development" (Kallio et al 2003:137). I encouraged them to participate in a wide range of group exercises and activities in class, so that they could start testing out their ideas, values and resolutions to ethical dilemmas in a safe working environment. The formal lectures being designed to offer the students some underpinning knowledge of ethical principles, on how and why to use an action research approach, and of contextualised issues and dilemmas in hospitality and tourism context. The seminar sessions, were designed to allow the students to test

out their ideas on the moral and ethics questions as well as apply the principles, theories and decision-making models explored in the lectures. The seminars were also developed specifically so that they could voice their views, perceptions and opinions to discuss and debate some complex ethical issues in a relatively safe and collaborative learning environment. Both lectures and seminars were important in offering a forum for gaining the knowledge that they needed, as well being a dynamic environment to debate and analyse the different dilemmas.

The development of the student voice through action research

My second claim has therefore analysed key evidence and data to support the claim, with a particular emphasis on identifying the voice of the students, in their perceptions of how they learnt and what effect it had on them during the process. The individual voices of the students have been explored again within case studies in both Cycles⁶⁸, as well as through University Unit Evaluation Questionnaires (UEQs)⁶⁹, Integrity Questionnaires in Round 2⁷⁰, and in focussed interviews conducted throughout the three years of the teaching.

I explored the learning of ethics from the three rounds of teaching the unit, from two perspectives. This was done firstly, from the students' perceptions of their experiences of learning and how they saw themselves within the process. Secondly, I considered my perspective on the learning that took place in the classroom, through my observations of the interactions of the students with the tasks, exercises, research projects, as well as their engagement with me and their fellow students.

⁶⁸ Refer Appendices 7 & 16.

⁶⁹ Refer Appendix 3.

⁷⁰ Refer appendix 13, 19 & 20.

The students, in response to the challenges of the unit, seemed to be highly motivated, and had very quickly become personally involved with the whole process of learning, in a way that was different to their usual academic work. However, as I identified in the dilemma DA 1.14⁷¹ many talked of the important nature of the learning, but some including Alexandra were anxious as a result. Beebe (1992:34) interestingly talks of anxiety being a function of integrity. A dilemma for me was whether I should be imposing this anxiety on my students.

The freedom in which they were allowed to operate was defined by a combination of making choices throughout the process of learning, and this was emphasised and important for Kate⁷² when she talked about the action research process. However this freedom was within the security of a well-defined structure for the unit that I had established and managed. This was commented on by the External Examiner, who saw this as a real strength of the unit.

The lectures, seminar activities, validations sessions and their engagement with the project work were all organised to allow them to work through the organised process, from their first submission of their initial project planners that they submitted in Week 1, through each stage of the process, finishing with the submission of their final written reports with their important claims to knowledge. The structure for the learning, over the 12 weeks, was important as a framework for the students to work within, and they were offered considerable freedom of choice within the structure. Some students including Diane⁷³ found the amount of freedom difficult “I was a bit scared, it was new and I was unsure of the unknown. I didn’t have anything to compare it with”. I was reminded by Winter’s (1996) six principles of action research and the notion of ‘risking

⁷¹ Refer Appendix 8.

⁷² Refer Appendix 7g.

disturbance' which seemed to be an important part of the process for learning, in terms of moving beyond the familiar, but then feeling confident enough to follow through with the research. The risk on their part was taking up the challenge of the project work, the risk for me was whether all students could effectively take on the challenge. I tried to ensure that I could offer support and guidance throughout this process, without leading them too much.

The discursive exercises, case studies and activities in class, were designed to enable students to find a voice in the safe environment of the classroom, to test their own perceptions. They gradually started applying some ethical models and principles to progressively more complex ethical scenarios, and this worked in parallel with the project work that they were committing to.

The BBC video exercise (BBC 1991) questioning the characters in the Chekov play early on in the semester was a key point in which the students started to question the ethics of others, and they were starting to apply some of the ethical theories and decision-making tools to the scenarios⁷⁴. At this stage the students started to lead the discussions, without my prompting. They were able to discuss the contradictory nature of the conflicts of interest, and the nature of personal and professional judgements. Many started to reason from both subjective and objective perspectives, attempting to make sense of the contradictions and paradox within the video. They were able to recognise viewpoints from both subjective and objective perspectives, relating this to the conflicts of interests on a personal and professional level, and talked of the conflicts of notions of virtue and integrity. The video exercise proved to be real catalyst getting students really engaged with the morals questions for the doctor as well as the management context.

⁷³ Refer Appendix 16b.

⁷⁴ Refer Heidi case Appendix 16a.

It was evident that the students were becoming more comfortable in voicing their opinions, and it was clear that they were showing respect for others views in the different scenarios. The reciprocal nature of their engagement was clearly evident, and this formed the basis of the dynamic for many of the discussions and focus groups. In the stakeholder exercise, I facilitated groups of students to apply a stakeholder theory to different ‘real-life’ controversial scenarios was challenging for them. They found it difficult to apply Di Norcia’s (1998) models on risk and stakeholder management, but once they were able to discuss the underlying issues within their group, they came to recognise a balanced consensus about how to resolve the underlying dilemmas through the participation of key stakeholders. Even though they found the exercise very challenging, many would subsequently include the stakeholder approach within their own project work. Many displayed confidence in applying a range of cognitive skills, but were again also communicating their values on an emotional level.

The exercises in class, including undertaking a mock focus group, assisted them to consider ways of undertaking some meaningful qualitative research for their projects. This type of research was often avoided by students in management. The case studies and application of the ethics models were also a way of practicing for their own project work.

The validation sessions throughout the two cycles, were different to the usual presentations that they were familiar with on their undergraduate course. To quote Elizabeth⁷⁵ in Cycle 1:

“The first time I came to a validation meeting I was lost. When I saw that it was a learning process, that I could learn from other people . . . it was an interesting way of learning, because I wanted to hear what they had to say . . . I learn how they handle their dilemmas”.

⁷⁵ Refer Appendix 7 c

The inclusion of a voluntary group of peer assessors was an important element in empowering the students to take control of their work, and the process of justifying their initial claims to knowledge was now on a personal level, and they felt committed to making their evidence and justification rigorous. The approach of allowing students to set their own criteria by which they wanted their validation sessions to be assessed, was greeted initially by uncertainty as they were again uncomfortable about the being given this much freedom, however they recognised that this was part of the ownership of the project work.

From the data from the Round 1, which included the summary of the Unit Evaluation Questionnaires, as well as the focussed interviews and emergent cases studies developed in Cycle 1 for Alexandra, Kate, Elizabeth, Lars, Harry, James and Anna⁷⁶, I identified a wide range of perspectives on their learning. In the Round 1 UEQ'S⁷⁷ the students expressed a very positive impression of the unit on many levels. They expressed a genuine interest in the unit, in their learning. They recognised the relevance of the subject and their research to the management context, and they emphasises the well organised nature of the resources and the whole learning experience. Their main criticisms were in terms of practical issues of timing and start times. The very positive responses overall seemed to be far more engaged than the regular, somewhat basic responses given in other management topic areas.

⁷⁶ Refer Appendix 7.

⁷⁷ Refer Appendix 3.

Student cases, contradictions and learning through reciprocal engagement

In the detailed cases that I have highlighted in Cycle 1⁷⁸, these early cases brought to light a number of dilemmas and contradictions in relation to learning. For me the cases offered me a coherent narrative for my interpretation of their experiences. Various themes and ideas emerged within these contradictions which offered the foundation for ways of developing and improving the learning for future deliver of the unit. I saw these dilemmas not as negative, as the source of future innovation for the course. Examples of these included dilemma DA1.08⁷⁹ whereby I identified that Anna and Kate always seemed to adhere to their first values in a fixed way, whereas others were more open to changing their responses by being both subjective and objective viewpoints. I integrated this later on in Cycle 2, and highlighted this notion of the dangers of being tied to a fixed view of values in complex settings. Another example was in dilemma DA1.11⁸⁰ where I identified the anxiety and ‘powerlessness’ expressed by Alexandra about how she could not change the world. I observed the irony within the dilemma that Alexandra had in fact produced some very powerful work through her persistent adoption of a balanced ethical approach within her work, yet she could not see her own strength within the process. This was again a rich dilemma that I could share with subsequent students, particularly those who were experiencing notions of helplessness within the difficult ethical dilemmas that they were investigating.

⁷⁸ Refer Appendix 7.

⁷⁹ Refer Appendix 8.

Personal values and deep learning

For me, many students applied their learning on a deep level and they are able to ‘voice’ through their understanding, and a profound, personal level. For Kate⁸¹ she felt that her values had broadened, and in the case of Sita⁸², she described how her values had expanded. Lars⁸³ explained “this is the first time that I had come across it, where you go into depth. I really found it interesting”. For Elizabeth⁸⁴ saw it as the ‘ethics of understanding’, as being a reciprocal process– “I thought very hard about my experience, the study and research, and listened through all these peoples’ points of view, and when I felt that if I was to make a decision, I would have to consider the ethics”. They were able to articulate their values, their judgements and were able to

define and apply their integrity within the process. Many for this sample of students demonstrated characteristics of learning at a deep and often profound level, through the engagement, and reflection within their projects. Elizabeth also described how by participating in other peoples’ research “It was a very interesting experience. The first time I came to a validation meeting, I was lost. When I saw that it was a learning process, that I could learn from other people . . . it was an interesting way of learning, because I wanted to hear what they have to say . . . I learn how they handle their dilemmas”. Alexandra⁸⁵ considered that the unit and the project were very different to her other studies: “I got very involved in the research. I mean, it wasn’t just as any other assignment. It was something that . . . it was one of those that you go home and you think about it

⁸⁰ Refer Appendix 8.

⁸¹ Refer Appendix 7g.

⁸² Refer Appendix 16c.

⁸³ Refer Appendix 7b.

⁸⁴ Refer Appendix 7c.

⁸⁵ Refer Appendix 7f.

or whatever you do you still think about, because it *makes* you think . . .”. Harry⁸⁶ felt that he had learnt a lot about himself, and Elizabeth⁸⁷ considered that “The other units are more about theory - this one is more about life”.

⁸⁶ Refer Appendix 7a.

⁸⁷ Refer Appendix 7c.

The learning of ethics and the processes in the development of student understanding

Many of the students involved in the unit saw the learning as a reciprocal process. The reciprocal nature of the learning was highlighted by Harry⁸⁸ who identified a distinct shift from seeing things from his own perspective to considering others. Lars⁸⁹ saw it as an interplay between self and others. Diane saw it as helping others by being part of their research.

In Round 2, in the subsequent interviews and cases that I had developed, some interesting notions of learning were to also emerge. In the case of Diane⁹⁰, following the second round of teaching the unit, she explained that unit made her more aware of ethics. “I wouldn’t be able to tell you what my own ethics would be beforehand”; she identified a change “ . . from the sub-conscious . . .to the conscious”; she reflected on how others “just don’t think, they just do”. She considered that she would now consider ethical problems from her own values first, but importantly getting other people’s opinions as well, that she would take more time in reflecting and thinking about the issues. She considered that this approach to learning ethics was very successful – “It really makes you think –everything has changed for me . . it has helped to carry that on to everyday life, probably forever”. “It makes you aware of your values, you can’t ignore them . . I can’t not think about it”. “It makes you find out what you don’t want to do . . it points you in the right direction”. She reflected that it was ‘funny’ that this was what she studied this theory for her project and it is now her philosophy, and “it seems to be that is the way now that I am kind of thinking”. I saw parallels between Diane’s experiences and my own growing conviction about my practice.

⁸⁸ Refer Appendix 7a.

⁸⁹ Refer Appendix 7b.

Sita⁹¹ another Tourism Management student from Round 2, felt that her values had not changed as a result of undertaking her project work and the unit, but were much clearer. She felt however that she was much more aware of the ethics. She felt that writing the project was more than an academic exercise, and that it was writing about what you think, as well as what you feel. “We began to think about what we believed in. Even in our spare time, we were always talking about it”. She felt that she learnt from reading, which she did more for this than her honours project. She felt that she got caught up by the project, that her learning had ‘expanded’, that it became an issue of personal integrity for her, particularly in the way that she thought about others. She felt ‘happy’ about herself. This affective engagement with the process and herself seemed to mirror the experience of Elizabeth⁹² in Cycle 1, who explained that:

“Basically this ethical course helped me to make myself stronger . . . I was much stronger about saying what is wrong, what is right because I had the background of what I studied . . . it was not as if I had read it in a newspaper. It is something very strong; it is something supporting my belief . . . it made me feel better. It made me feel as more at an advantage than other people”.

Heidi⁹³, again a student from Round 2 considered that: “. . . I am more aware of things. This unit is actually one of the units that has most impact on me personally”, because of questioning the moral in situations. “I think that this is one of the most interesting things that I have done during that time because it really made me think . . . I really got into the ‘small thinking’, that I listened to things and then formed my own opinion, and put my opinion forward, whilst before in lectures you would just sit there and take notes . . . but you don’t really evaluate or try to find your own

⁹⁰ Refer Appendix 16b.

⁹¹ Refer Appendix 16c.

⁹² Refer Appendix 7c.

⁹³ Refer Appendix 16a.

opinion”. She sees it as an evolving and growing process, of considering others’ opinions, but the process of feeling right about those opinions was important, “ . . and probably in my inner sub-conscious a lot was going on, which I didn’t realise, and suddenly it was ‘oh, yea, that makes sense !’.

In the subsequent Unit Evaluation Questionnaires (UEQs)⁹⁴ for Rounds 2 and 3, which have been outlined in Chapter 5, the responses were not as detailed and open as those from the respondents in Round 1. I highlighted this in dilemma DA3.06⁹⁵. Students seemed to talk of their cognitive engagement with the learning as opposed to the affective engagement that was characteristic of the comments from the Round 1 UEQ’S⁹⁶. I considered whether the changes that I had instituted for Round 2 & 3 had drawn the new respondents to take a more measured response on a cognitive level. I considered in my application of the dilemma to subsequent practice that I needed to “Ensure that they take ownership of their dilemmas”. I did not want them to disengage with their values by steering towards purely an objective viewpoint. The general level of responses were however very positive in terms of the organisation of the unit, and many mentioned how they found the unit ‘interesting’, and in some cases, ‘extremely interesting’. The final point I raised in my summary of the Round 3 UEQ, was that from a Tourism Management student expressed the following comments: “Every topic was well thought through. The delivery of the lecture was stylish and convincing in its approach. The unit brought the best out in me and helped me get in touch with creative, deep thinking”. I considered that my facilitation of the learning, as opposed to just helping the students feel good about themselves and their work, was now engaging on a

⁹⁴.Refer Chapter 5, Page 194

⁹⁵ Refer Appendix 17.

⁹⁶ Refer Appendix 3.

deeper cognitive level, with an understanding and commitment to own their own learning, and recognising a depth to their understanding.

In my continued use of Dilemma Analysis in Cycle 2, I was again able to recognise further contradictions within the perceptions of the students as to their learning. I was able to identify these contradictions (which were sometimes unresolved), as a source of knowledge and learning that I could share with future students in my iterative planning and delivery of the unit. This use of the results of the analysis formed the basis of my improvement in practice which I explored and have explained previously in my claim around my theory of praxis and integrity in practice.

The developmental learning process for the students seemed to be through a transition through a number of stages, not necessarily sequential, and many students would display characteristics within different stages at the same time. This process was similar to that identified by Kidder and Bloom (2001). Their approach in the early exercises and discussions in class seemed to develop from viewing ethical dilemmas in a somewhat dualistic manner, in terms of black and white, right and wrong, which very quickly changed on further investigation, especially through discussing with other class members, to a realisation of the deeper complexity which emerges as a more relativistic perspective, a perspective of what Lars and Kate in Round 1, described as 'different shades of grey', whereby students developed a knowledge and understanding of conflicting challenges and demands, placed on them, particularly in the management role. James interestingly mentioned the 'grey areas' which has boundaries that you cannot cross. Unlike Kate and Lars, James saw the grey nature of the problem as a constraint.

The students, throughout the three rounds of teaching the module generally seemed to engage well with the concept and application of action research. They started to apply the principles of action research and started to use the language of action research, of ‘critical friends’, ‘reflection’, ‘collaboration’, ‘improvement in practice’ and ‘cycles’, shortly after I had introduced the concepts in the formal lectures early on in the semester. Kate⁹⁷ saw it as a useful structure to undertake research. Diane similarly saw it as a rational approach that offered “freedom to form your own opinions”.

What emerged for many within the learning, was a non-linear process which was characterised by four key transitions, namely: awareness; questioning; gaining knowledge; testing claims; and finally, a commitment towards a position. Diane interestingly commented that she could not have told what her ethics were beforehand, but she now understands the consequences of what she does. From the views presented by Diane, Sita and Heidi, it was evident that the unit had opened them up to the ethics, and that within the learning there was both cognitive and affective engagement with the issues. They felt that the learning and issues were personally important to them, and that the process went beyond the usual academic engagement. Sita could now see her ‘values clearer’. Both Sita and Diane were beginning to articulate a position of commitment, which was characteristic of what Belenky et al (1986) identified as “Constructed Knowledge”.

“Most constructivist women actively reflect on how their judgements, attitudes and behaviour coalesce into some internal experience of moral consistency. More than any other group they are seriously preoccupied with the moral and spiritual dimension of their lives”.
Belenky et al (1986:150).

In many of the cases, the students exhibited characteristic of ‘deep learning’ similar to that identified by Prosser and Trigwell:

⁹⁷ Refer Appendix 7g.

“The motivation associated with a deep approach to learning is to understand ideas and seek meanings. In adopting this approach students have an intrinsic interest in the task and an expectation of enjoyment in carrying it out. They adopt strategies that help satisfy their curiosity, such as making the task coherent with their own experience”.

Prosser and Trigwell (1999:91)

Within the learning, there seemed to be a transformation of understanding for many of the students, of a feeling of liberation and empowerment from having undertaken the validation sessions and their research projects. This seemed to concur with Rogers’ (1986) identification of the notion of ‘Liberation’ through significant learning as the learning was of personal importance to them, independent of the teacher. Although for James he still felt constrained to ‘leave ethics at the door’.

The learning also corresponded to Sims’s view on the nature of effective learning on business ethics courses, particularly in terms of increasing knowledge and personal awareness.

“Teaching business ethics for effective learning means that there is an emphasis on the development of competence or skill building, interactive or collaborative learning among students and application of new learning. Other emphases include increasing knowledge and personal awareness or self-improvement.”

Sims (2002:81)

There were many examples of deep, engaged learning for many students, both on a cognitive level, as well as through an affective engagement between the ‘self’, between the students and within the context of their study. Heidi⁹⁸ described it as ‘small thinking’, about listening to others and forming her own opinion, and importantly putting that opinion forward, she described as different to the passive learning in other units. I identified that I had been developing this approach with my students, and it mirrored Sims’s (2002) notion that the engagement should be about self-awareness, self-esteem, or positive thinking and promote change to their own values,

attitudes, ethics and behaviour and by helping people make changes in their lives. (Sims 2002:81).

What emerged for many of the learners was this position of commitment, of taking action in a committed way, of making claims from their understanding of the dilemmas and allowing others to judge and validate their claims, so that a rich multi-coloured perspective emerged, which subsequently gave them a foundation for making claims around managing the dilemmas, whilst at the same time engaging them with their own integrity within the process. This personal commitment seemed to be an essential part of the process. For example Harry⁹⁹, having completed the course, considered that he now has far more consideration for different stakeholders – “I don’t just think about myself . . . I think I have learnt a lot more of how to process things, of how to look at it more properly, more analytically”. He identified a shift from being purely ‘money’ focussed, to considering how he would make the money, of sharing and being ‘kinder’ to others”. “I think the ethics unit has taught me some deeper values . . . of how to do things properly . . . for a more ‘together’ society”. For Diane she claimed that what she studied was now her philosophy. The students had become not only creators of knowledge, but also emerged as morally committed agents for ‘good’ within the process. To quote Diane, “I believe that this has made me view personal and professional decisions differently”. “I force myself into decisions that I would rather not take, in a professional sense, in the ‘game’ that we are in”. In writing her project Sita felt that she was being ethical because “I wrote what I believe”, and “I was being ethical with myself”. “The ethics unit really makes you stop, to take time out, and really think in an important period of your life”.

⁹⁸ Refer Appendix 16a.

⁹⁹ Refer Appendix 7a.

Their emerging awareness, and the subsequent questioning of the ethics within the dilemmas, caused them to become personally involved, which made them not only responsible for a resolution, but it also engaged their integrity within the process, in the way that they would undertake their research in an ethical manner, through to their conviction in having their claims to knowledge validated by a critical peer group, to their final stated claims in their written work. Many had a clear view of what integrity was, however my dilemma analyses also brought to light dilemmas in terms of confused messages about how students would advocate contradictory views about not compromising and sticking to their own values, but at the same time being cautious about their own position¹⁰⁰, combined with a recognition of having to consider others as well.

The students were learning through the contextualised dilemmas that they had identified. They were engaging in a mature conversation around the emerging contradictions that their research had brought to light. Interestingly, and relevant to my context, Chickering and Reisser (1993) contended that the social, intellectual and affective development of university students is not simply an internal process of maturation, but occurs through the interaction between self and external stimuli and is highly influenced by the “developmental potential” of the learning environment. They were beginning to propose practical proposals for remedying the problems and were using ethical principles supported by their judgements to explain and justify their claims. The students, from their active participation in the unit, appeared to be demonstrating characteristics of higher levels of learning. I began to relate my understanding of their emerging integrity in relation to these different stages.

¹⁰⁰ Refer: DA1.04; DA1.06; DA1.07; DA1.08; DA1.12 in Appendix 8.

Claim 3 - Research and reflection on practice as a teacher of ethics has enabled me to develop an understanding of what integrity means in practice.

Throughout my exploration and my emerging understanding of a meaning for integrity in my practice as a teacher of ethics, I have continually related back to theoretical interpretations to the principles of integrity¹⁰¹ initially identified in my literature review in order to try and make sense of the concept. The first research question for my thesis: ‘What is integrity and what part does it play in the development of professional practice in the teaching and learning of ethical management ?’ has been informed throughout the two research cycles by my reflection on my practice, and also through the perceptions of my students in their engagement with the learning and ethics of the dilemmas. Their active collaboration and co-operation in my research has been a major contribution towards my understanding of my own integrity.

Integrity as a principle

The meaning of integrity is however problematic as it means different things to different people. There are dangers in trying to pin down integrity as an imperative. By simplifying virtue down to a narrow view, it does reflect the complexity and richness of the concept within my educational setting. However, I have tried to interpret, convey and live an ongoing meaning for integrity in practice through my practice and the research. During Cycle 1, I was encouraged by one of my PhD supervisors, to formulate a general definition of integrity, which would allow me to construct my own meaning for the term.

This definition was:

“A personal standard of conduct, thought and behaviour, influenced by personal values and attitudes in the social context. Integrity is at the heart of what it is to be a person, honest, genuine, moral and consistent in their attitude and behaviour. Integrity is demonstrated by the consistency of approach, that there is coherence between what was said and what happens in practice. People carry around their own forms of integrity, which is constantly threatened in their personal and working lives. Values are constantly tested, and it is peoples’ integrity which balances their views as to how they judge what is truth and reality. Integrity is the standard by which we judge others and equally others judge us. Integrity can be: learnt through the example of others; developed through the sets of values that the person holds as important; nurtured through being given the opportunity to learn the nature of ethical and moral issues; but more importantly integrity needs to be discovered from within the person. Ethics and integrity cannot be taught, but they can be learnt”.

(Extract 10 month Report 2000)

This definition was useful in trying to gain a holistic view of the concept, however as my research progressed into Cycle 1 and later on in Cycle 2, I wanted to develop this definition further to consider and research a meaning for the part that integrity played in the development of my professional practice. For me, integrity in practice as a teacher was a combination of maintaining and taking responsibility for the wholeness of the process of the teaching, facilitation of learning and the research project. Through the action research, I continually reflected on ways of maintaining a consistency and coherence for the whole process but also addressed and questioned my ethics, values and morality within the process. I agreed with Paggett’s (1999) view that integrity went beyond it being simply defined as honesty, and that it was more about the ‘striving’ for the virtues, but also abiding by personal values and beliefs. I had recognised that an engagement with integrity in my practice went beyond an intellectual questioning of my role, but it was also an affective engagement with my emotional self, by questioning my motivations for undertaking this exploration of my integrity and ‘self’ within my practice. I had adopted the

¹⁰¹ Refer to pages 54-61.

integrity in terms of what Beebe described as feeling *and* thinking, of acting according to my own values, of finding a need to restore order (Beebe 1992:40), of taking responsibility, of seeing human problems in their entirety (ibid 1992:125), in my dual role of teacher and researcher.

Integrity in practice was therefore about having an inner consistency in the way that I worked and related to the students, in establishing an environment of trust in the relationships so that the students could feel confident to engage and open-up in their discussions, debates and project work. I realised to be a teacher in the context of learning of ethical management, that I needed to be unbiased, although I identified the contradictions that being a teacher/researcher involved, and in the ethics of using students as respondents for my pedagogic research. I began to recognise that, similar to the students, my views were my own, and that I should not be judgemental about the views of others. I had the responsibility to facilitate meaningful learning, to set the academic standards in the classroom, but I was also a potential role model, in terms of nurturing and developing positive, virtuous values in a range of settings. I wanted to facilitate ‘deep’ learning, growth and development, but also wanted students to personally engage with the ethics of the dilemmas that they had chosen to explore. I felt that I should set an environment for learning which established ground rules, for example, for conduct in class in discussions, because of the potentially controversial questioning of values within the learning. Best (1996:7) in his lecture on integrity stressed the importance of ‘establishing a platform of values’ as well as ‘maintaining a set of guiding principles’ in the educational setting.

The integrity of the teacher and learner relationship

I became aware of the reciprocal nature of integrity between me and my students. The integrity was in the process of the teaching and research, and the relationships developed in the classroom. I had asked students to engage in some intense reflective work on ethical dilemmas, and in return I had passed the responsibility over to them to make choices and take ownership of their work. I had the responsibility for overseeing and managing the learning process, to establish an environment of trust and meaningful learning, encouraging the use and application of action research, of support sets, collaborative learning, peer assessment and validations. This was all underpinned by the values of action research, of a commitment to the improvement in practice, that I had adopted and advocated within the teaching. I was reliant on the students for their participation in my research, and they were reliant on me to facilitate the learning in the classroom.

The reciprocal and collaborative nature of the relationship was in the environment of trust and respect that I had worked to establish in the classroom. I became aware of my own personal and professional ethics within this context and aspired to demonstrate the different facets of what Colero (2002) identified as personal, professional ethics and global ethics. My personal ethics were for the concern and well-being and justice for my students. On a professional level, I developed an openness, but also respected my professional responsibilities (Robson 2006) in my different roles in an attempt to avoid potential conflicts of interest.

I became more aware and committed to managing the ethics within my research, as well as the ethical guidelines that I gave to students for them to conduct their research projects. I had

advocated the guiding principles of the ethical research for my students, and I recognised that I needed to have a consistency within my conduct and the values that I was promoting. The experience of allowing Alexandra¹⁰² becoming too emotionally involved in undertaking research which caused her anxiety made me far more conscious that I needed to protect not only the integrity of my students, but also the integrity of the respondents who would be involved in students research. When Heidi undertook some delicate research with prostitutes in Kenya I was able to counsel her along with other students about their responsibilities, the risks and consequences of what they were undertaking, and passing the responsibility over to them to maintain the integrity of their research. Both Elizabeth and Alexandra talked of the importance of staying neutral when undertaking qualitative research, even when they totally disagreed with the view and values of their respondents. I, in return, was able to maintain and guide to what Best described as a commitment to the Golden Rule, by “recognising others as people, as centres of consciousness and reason” (Best 1996:6).

I began to see integrity very much as a process of engagement and commitment towards my own values. The research was allowing me to become aware of my values, by critically engaging and reflecting on those values. I had begun to develop an iterative understanding of the importance of integrity, reinforced by the views and attitudes of the students towards integrity. This process was however not a straightforward linear process. It was a complex interaction between the ways that I thought and related to students, in what I said and communicated, and in my action in relation to this, a harmony between principles and practice (Best 1996:5).

¹⁰² Refer Appendix 7f.

The thinking or cognitive engagement within my practice, was similar to what Petrick (1997) described as, the ability to perceive ethical issues, an appraisal of the causal factors, a recognition of moral options, and a cognitive improvement of moral reasoning. The thinking was also on an affective level in terms of my sensitivity to ethical issues, of adopting and ethics of care, of connecting to myself and having self-esteem and self-worth within the process. This was tempered again the barriers that I was encountering within my research. I could begin to understand Beebe's (1992:17) identification of the notion of the 'joy' in the discovery of one's own integrity through the feeling and thinking. (Beebe 1992:23) also considered that 'feeling' is an option that we can exercise in judging our experience of integrity. There were many parallels between engagement with my research and teaching with the experiences of my students. The positive experience of students such as Elizabeth¹⁰³ who talked about the feeling stronger, and Heidi¹⁰⁴ who felt good about herself, mirrored the positive experience that I had in class. The affective engagement was part of the reciprocal 'magic' dynamic that was apparent in the collaborative learning environment.

Another dimension to the process for integrity, namely the communicating of the values that underpinned my practice and learning, was the consistency between, the thoughts and values that I advocated for the teaching and learning, and in what and how I was 'voicing' those values and principles of integrity within my teaching and research. The process for integrity was the consistency and harmony of my thinking, what I said and communicated, to my actions as a teacher and researcher, that I 'act' according to those values (Beebe 1992:17), even in 'adversity' (Best 1996:6).

¹⁰³ Refer Appendix 7c.

¹⁰⁴ Refer Appendix 16a.

I may consider that I was teaching and acting with integrity, however what of the true perceptions of others of my conduct? Was I deluding myself of the value of this approach? Was I oversimplifying my interpretation and understanding of the subject? There was an integrity in asking these questions about virtue and ethics. To question the deep-down assumptions and ideologies behind my practice seemed to be highly important and pertinent particularly in the context of having the responsibility of assisting the learning and development of young adults.

In my exploration of notions of integrity, in the first round of interviews with students about their learning in Cycle 1, I raised the question of integrity with a number of the respondents. Kate and Lars both talked of their disappointment in the lack of integrity in others. Kate had a relatively fixed view of integrity:

*“Integrity is your personal standard, your integrity, your personal beliefs whether or not you are somebody who could be trusted, if you are going to say you are going to do something but you do it, generally if you can, generally you uphold your policies, you uphold the things that you say and believe, you show that you believe in them”.*¹⁰⁵

This brought to light a variety of perceptions of the meaning of integrity. For many it was identified as an ideal, as part of your character or personality, of being virtuous and reciprocal, and that it was situationally-based. It was about the conduct and the consistency of the person, of being principled, and that it was the foundation and ‘source’ of knowing.

As a principle, the students’ definitions were reasonably clear cut. It was however, in their

¹⁰⁵ Refer Appendix 7g.

responses to questions about their values in the learning context, where notions of integrity became for complex, and the reality and challenges of integrity emerged.

The students explored some complex and contradictory situations and dilemmas within their research projects into ethical issues in business and management, where integrity was often compromised, as shown in the cases of Elizabeth¹⁰⁶ and Sita¹⁰⁷. Managers were often put in positions where it was very difficult for them to maintain their integrity because of external pressures. There was a recognition that the virtuous intent of integrity was important, but the reality of the ethics of the situation was far more ‘grey’, and this idealistic view of integrity was not always possible to maintain.

Integrity and learning

Students were able to articulate their perceptions of self and others in relation to notions of integrity within their learning, as shown in some of the early interviews and subsequent case studies that I developed in Cycle 1. There are many examples of how students were showing a recognition of the ‘self’, for example in the case of Harry¹⁰⁸ he addressed his personal dilemma of concerns about the sustainability of tourism, versus a recognition of his own career aims in the industry. He saw the work he did in the unit as ‘professional development’, but interestingly described his engagement as making decisions about ‘self ethics’ and ‘will power’ (refer Appendix 7a) This engagement with ‘self ethics’ seemed to me to mirror Stanford University’s

¹⁰⁶ Refer Appendix 7c.

¹⁰⁷ Refer Appendix 16c.

¹⁰⁸ Refer Appendix 7a.

(2001) focus on integrity as the ‘formal relationship one has with oneself’ and the link to moral commitment. In the case study of Lars¹⁰⁹, the focus on the self, extended wider to the notion of ‘others’ and he saw his responsibility as not only ‘being ethical in the research’ but seeing the dilemmas from ‘both sides’. This feature of taking ‘responsibility’ is central to Best’s (1996) view of integrity in the form of ‘acting intentionally’.

Integrity, self and the other in learning ethics

The consideration and importance of ‘others’ was important in many of the cases. For example, in the case of Elizabeth, when she was undertaking her research for her project work, she made a commitment to being neutral with respondents involved in the research for her dilemma, and she felt that she ‘had to listen’ and ‘respect others’ even though she largely disagreed with what they were saying. In the case of Alexandra¹¹⁰, there was a recognition and respect for the view of others, but she also recognised that ‘the values I have for me, are not the values for others’. Conversely in other cases, integrity was identified as something that was grounded within a person, regardless of others. For Heidi¹¹¹, when asked what motivated her to be ethical, she considered that it is a matter of looking in a “mirror”, and “liking what I see”, it was about feeling good about what she did, and if questioned about her opinion, she stood up for what she believed in. In the case of Kate, she had a very fixed view of integrity in terms of maintaining, upholding and ‘making a stand’, for ‘a personal standard’ built on beliefs, trust and an inner consistency

¹⁰⁹ Refer Appendix 7b.

¹¹⁰ Refer Appendix 7f.

with her values. Interestingly Kate also saw integrity as something that had improved within her as a result of investigating her project in depth, and that her values had ‘broadened’.

I had identified however a number of dilemmas and contradictions to emerge from my analysis within the Dilemma Analysis for Cycle 1. For example, in three dilemmas that I identified for Kate¹¹², dilemmas DA1.3, DA1.4 & DA 1.5¹¹³ I recognised that even though she was very determined to abide by her own principles of integrity, she was cautious about trusting her own instincts, and she also recognised that the situation was not so clear cut. This apparent confusion and conflict of the meaning for integrity, brought to the fore for me the notion that integrity should be an aspiration, but could never be fully attained. The notion that integrity as being pure, or what Beebe (1992:12) identified as the ‘state of being untouched’ was idealistic. Integrity, being an integration of the virtues, was more about how I engage consistently with the ethics in line with my own values.

In the case of Alexandra¹¹⁴, some fascinating issues emerged for me in terms of notion of integrity. She showed great concern for others throughout the learning and her research within the project. She demonstrated characteristics of integrity in terms of the way she managed of the ethics within her work, particularly when dealing with respondents who were clearly uncomfortable with the questions she was asking around the marketing of concentration camps. She produced some powerful claims to knowledge that were validated by the peer group, but I

¹¹¹ Refer Appendix 16a.

¹¹² Refer Appendix 7g.

¹¹³ Refer Appendix 8.

¹¹⁴ Refer Appendix 7f.

identified in dilemma DA1.06¹¹⁵ that she was more concerned about others, but felt under-confident about her own views on the subject and that she was ‘powerless’ to do anything about the problems in the world. She could not recognise the integrity of her position. She also chose to revert to a position, of what Belenky et al (1986) described as ‘Silence’ in response to accusations from a lecturer about her possible plagiarism.

Another issue to emerge in my analysis of Cycle 1 was highlighted in dilemma DA1.9¹¹⁶, where I identified that within three of the cases, namely James, Anna and Kate they seemed to be locked into a position of dualism in the way that considered the dilemmas that they were investigating. Kate was locked into a fixed notion of integrity that should not be compromised (even though she herself recognised that this was somewhat confused); Anna could only see ethics in terms of how she should abide by externally imposed rules, yet she felt that the university had forced her to have a ‘voice’; and James demonstrated a belief that you have to ‘abide by the bosses wishes’ and that he was powerless to do otherwise. It occurred to me that they were exhibiting characteristics of what Belenky et al (1986) described (for women) as the stages of ‘Silence’, and ‘Received Knowledge’, and for Perry (1970) the positions of Dualism. I considered that there could be a link between the ‘Stages’ or ‘Positions’ from their theories of developmental psychology, that I was identifying in terms of their development, and the characteristics of integrity that I was exploring. In the case of Lars¹¹⁷, he was determined to influence others within his dilemma, but he was very resistant to being ‘made to do things’ by others dilemma (DA1.7 – Appendix 7b). He felt that there was an expectation for him to ‘lead’. He seemed to be exhibiting characteristics of what

¹¹⁵ Refer Appendix 8.

¹¹⁶ Refer Appendix 8.

¹¹⁷ Refer Appendix 7b.

Perry had described as Relativism, where ‘commitment is made’, but he was also showing a lack of integrity in view of his exclusion of the considering of others’ views.

These issues raised in the Dilemmas Analyses in Round 1 offered me a rich web of dilemmas that could help me to not only address my own research questions, but also offer the basis for changing my practice. In some of the interviews in Cycle 2 with my three key respondents, Heidi, Sita and Diane¹¹⁸, that there were also links between integrity and the learning process. For example, Heidi recognised her bias throughout her research project in sex tourism, but also due to the depth of her engagement and reflection she now evaluated things by what she described as ‘small thinking’. She also had started to question herself through others work. Interestingly she asserted that she now ‘look in the mirror, and like what I see’. Diane would resolve her own ethical dilemma by asserting honesty as a remedy, but also she had to restrain her emotions, by doing the right thing, and at the same time showing faith in others. Sita, similarly to Heidi, now felt happy with herself having completed the research into integrity.

In exploring my analysis of the Integrity Questionnaire completed by a sample of students in Round 2¹¹⁹, which asked them about their perceptions of the meaning of integrity, their responses were revealing in terms of their conviction as to the value of integrity. One student importantly quoted ‘integrity as a source of knowing right from wrong’.

¹¹⁸ Refer Appendix 16 (all)

¹¹⁹ Refer Appendices 19 & 20.

Conclusion

Integrity has been about living virtue in practice through my teaching and research, of maintaining a set of values which has been underpinned by a sense of the 'good' as a moral agent, of the engagement with moral imagination, of taking responsibility for the self as well as others. Integrity has offered a foundation for trust in the classroom, an essential state in the reciprocal learning. I recognised that my integrity was challenged throughout the project, because of the conflicts of interest of being a teacher and researcher. The students' perceptions of integrity were complex and revealing, and they really helped me to focus on my responsibilities as well as the integrity of the relationships between teacher and learners.

I advocated values of care for others, but exposed my students to risks in their affective engagement with their dilemmas. I had opened up a number of can of worms throughout the research, and in many cases this was unintentional. Integrity was therefore important, not only as an underpinning principle, but also as a guide in facing up to, managing and learning from the ethical dilemmas, which I had sometimes created myself. There was an expectation on the part of the students that I, as teacher, should be ethical and display integrity in practice (Best 1996:5), and equally I recognised that I could not take for granted the trust that I had created, and that my integrity as 'role model' was very important.

The freedom offered to me by adopting an action research epistemology has also required integrity. The development of praxis has been informed and committed throughout, however there has always been the danger of introverted self-delusion. I have shared my work throughout the research process

inviting respondents and peers to question my understanding of integrity. The research has gone some way to exploring the complexity of the concept in my educational setting.

Chapter 7 - Conclusions and future directions for the research

Introduction

This chapter aims to draw together some key questions around the nature of integrity in practice for the university lecturer and commitment towards integrity in practice. It also questions the nature of learning within university education, and attempts to place my research and practice within this context. A review of the future direction of the research is considered, as well as the implications that this research has for the learning of ethics both for teachers in universities as well as in the management context.

This thesis has been a multi-dimensional exploration of my practice as a teacher of ethics. As a teacher and action researcher, in a post-1992 London university, I have demonstrated, that integrity for me has been an important feature of the relationships within the teaching and learning, as well as a foundation for trust in the reciprocal relationships in the learning dynamic. From my early exploration of definitions of integrity through to a more in-depth analysis of my practice, the true nature of integrity in practice came alive for me through my praxis.

I chose to explore integrity as a concept, a philosophy, and a virtue within my practice. By exploring my practice, I have developed a theory of pedagogy and praxis, which in turn has helped me to identify an emerging identity as a teacher in higher education.

Researching one's own practice

Any endeavour to research one's own practice as a university lecturer was going to be a challenging one. My specific research focussing on my teaching and the learning, on integrity in practice, and on ethics in the management context, compounded the complexity of the research task, however this reflected for me the challenge of the different roles of being a lecturer. As lecturers, we have to be subject specialists, as well as to having a wide range of pedagogical skills to teach and communicate with students. These skills, competencies and abilities are created and developed over long periods of time, but are often left tacit. We also have further wider ranging of roles and responsibilities beyond the classroom. Many lecturers neither have the time nor the motivation to research their practice. My objective of improving the effectiveness of my teaching was important to me. The thesis has explored this in depth within the two action research cycles.

Much of the reflection and analysis came late on in the process of the research. My journey through undertaking this action research project, has been a long, profound and enlightening experience. I have encountered and overcame considerable challenges, some of which were self-imposed barriers of self-doubt and anxiety within the process, anxiety has interestingly been identified as a function of integrity (Beebe 1992:34). The thesis will never fully capture the magic dynamic of the classroom experience, and it has been very difficult in fully transposing the profound nature of the learning experience on to paper. Whitehead highlighted the challenges of action research and in particular the issue that doing and writing action research are two different things (Whitehead 2006:140).

My in-depth, reflective and reflexive research went beneath the skin of what it means to be a university lecturer. It helped me to articulate my values as a teacher. It also allowed me to make my tacit knowledge explicit, and gave me a voice in a wider academic community and a clearer understanding of my practice. My commitment towards praxis emerged through my exploration of integrity in practice and it has been both a profound and challenging journey due to the reflective nature of the process. By adopting action research, I was aware this would offer me a means for exploring this in depth, and I was surprised at how responsive those around me were to participating in my research. I was reliant on my students for their open participation in my research, and I was aware that there were ethical issues that affected my different roles as teacher, researcher and Course Director. My focus on integrity in practice therefore was underpinned by my virtuous intent to develop knowledge, understanding and praxis.

In parallel to this, the students who were the main focus for my research, helped me to consider and understand what learning meant to them. When exploring the ethics of management, there were many complex issues to be considered, and it seemed highly apposite for students to question the ethics of the highly challenging task of being a manager, a task that they would shortly be confronted by in their careers on graduation. This raised the important question for me of what should we as lecturers be trying to achieve in terms of learning for students when teaching ethics in management? What is the nature of critical engagement and learning and why is this so important as part of university education? Looking back at some of the key questions¹²⁰ I raised in the thesis it was interesting to see a shift from questioning the purpose of teaching ethics, which raised questions for me of legitimacy of the task. More practical question emerged of how to teach

¹²⁰ Refer Appendix 1

ethics and how to facilitate learning. This then developed to some deeper questions around integrity. As the research and my practice developed, I therefore moved away from questioning the legitimacy of the content and approach, to trying to understand my part within the process, my responsibilities and the development of a deeper understanding of the quality of the learning that was emerging.

The reciprocal and critical learning was an important feature of the learning experience for many of the students. This enabled an environment of trust and critical engagement, and it enabled students to question their own and others' values in a safe but critical environment. This approach was rather removed from the somewhat dry management education experienced in many university Business Schools, which focused purely on cognitive development. Questioning values inevitably involved opinions, subjective views, emotional responses to situations and dilemmas that affect the students on a personal as well as on a professional level. I deliberately went out to encourage students to voice their opinions, to test out their values, be critical of their own and others' values. There were clearly risks in opening up this affective side in the classroom, but along with risks comes responsibility.

Many of the students responded in a deep and profound way to the learning. This approach to learning was new and different for many, but at the same time they responded very positively to the fact that they could make choices throughout the process, that they could test their own hypotheses, and that they could participate constructively with others' research projects. One can therefore question whether this approach would be appropriate for other management subjects being taught in Business Schools. Clearly the particular focus on ethics within the unit elicited

opinions, values and attitudes towards the ethics and morals, which was unfamiliar territory for students compared to their learning on other management subjects such as accounting and finance, marketing, human resource management or even general management. The interesting issue to emerge for me when teaching ethics was that every element of the management function appeared to have an important ethical element, and students began to highlight this in their own investigation of their ethical chosen ethical dilemmas. Once the 'ethics' door had opened, for many there was no going back.

The learning on the Business Ethics unit, addressed a wide range of issues, but in particular it encouraged students to engage with the self, of the personal and professional. One of the criticisms of University education has been that it was focused on theory, and lacked real-life reality of working in business. Students who undertook the unit were, in many cases, able to undertake their research outside the confines of the university, and were able to involve and draw in key stakeholders within their research. Many of the students had had the benefit of having a year's work placement as part of the course and had become familiar with the realities, pressures and challenges of work. Many of these students also had personal experience of the ethical dilemmas that they had chosen. The classroom offered them a secure psychological environment for this exploration to take place.

Undertaking a research project on my practice for a PhD

Within my PhD research I continually questioned the micro and macro questions around the teaching and learning of ethics. The macro questions and issues have been concerning the place

of ethics in the management syllabus, the teaching and learning of ethics in higher education, the question of ethics in management and the management role, and the wider meaning of integrity in this context. Most of my research however has concentrated on the micro environment of the classroom, and my practice and research. The two cycles have mapped and evaluated the development of my pedagogical practice in the teaching of ethics in management and the reciprocal learning environment (Taylor 2000).

My claims have been developed to reflect the complexity and magic of the teacher and learner relationships that was established in the classroom. Through the claims a number of themes have emerged around the concept of integrity, and in particular the emergence of a voice for many within the process, and that this 'voice' is characteristic of that identified in the higher stages of 'knowing' as developed by Belenky et al (1986).

Praxis and action research

This thesis has mapped my development as a person and as a teacher. I originally chose to explore and develop questions about a meaning for integrity as a principle within my practice. What emerged through the eight years of undertaking this action research project has been a greater understanding of myself. It has changed the way that I see myself in terms of my judgements, the place of virtue within my different roles, and the importance of questioning my integrity. What also emerged has been a complex and deeper commitment towards my practice as a teacher, and a greater knowledge and understanding of how to facilitate young adults to grow and develop.

Part of the development within my practice was my exploration of my ethics, within my research, as well as how I engaged with students in class. I felt that throughout the process that I was

committed to praxis, and that my primary obligation was to the learning of students. I saw my engagement with my praxis, was about living by my own theory of development and understanding, coming to a lived truth. Through undertaking my research I recognised a transition from being a novice in terms of being an ethical teacher, to becoming a more committed professional. My integrity was about living up to my own values in the context, of facing up to and overcoming barriers, of being 'good enough' without being too self-critical. The self-reflective process was however introverted and what I considered at times to be self-fulfilling and self-deluded. The further engagement and sharing of my work with wider academic audiences helped me to overcome these reservations.

Identity, voice and integrity as a lecturer

Researching integrity for me has been a profound, revealing and challenging task on a personal level. Through undertaking this reflective research, I have endeavoured to construct, understand and maintain an understanding of integrity in practice within the process. This has for me been a positive response to the challenges of maintaining an identity in the changing world of the university lecturer. Action research has offered me an opportunity to develop a commitment to my work as a teacher, and this is counter to the de-motivation highlighted by Davis (2003). My identity was continually shifting and developing in a positive way, whereby I was engaging with my own voice on the levels of the personal, professional and institutional (Roberts 2000).

The process of undertaking the research and completing the thesis by proposing my three key claims around my integrity in practice, was a way for me to develop an integrity, in maintaining a whole within my position as teacher. The three claims were informed by a reflective and reflexive

approach within the action research, and this in turn assisted me to develop and maintain a commitment towards praxis through this extended process of reflection. Even though the research would occasionally stutter to a halt, I was continually improving my teaching, building on the knowledge and understanding that was now implicit within my practice. I recognised that, through sharing my work with different audiences, there were important debates around integrity that would of value, and that there were communities of academics, particularly in the action research field who were experiencing the same sort of challenges that I was.

The research changed the way that I see myself as a lecturer, and through the action research, I have identified my emerging identity as a committed professional. In the early days of the research process, I recognised myself as naïve novice, however in undertaking the research over a long period, involving students and significant others collaboratively and openly throughout the process, I have identified a profound change and transformation in the way that I now abide by a virtuous approach to support my practice, where theory and practice are internalized and where I have been able to make a commitment towards my practice and research (Carr and Kemmis 1983). This ‘praxis’ mirrors the definition developed by INFED (2006) as a commitment towards ‘human well being . . .and truth’., and it has certainly been a personal ‘test’ as articulated by Carr and Kemmis (1983). It has given me a self-consciousness, through the critical reflection, whereby I have been able to share my practice with others, and opened up the communicative spaces that Kemmis (2006) considers so important to praxis.

For me, the learning within the research was of fundamental importance. The focus on my integrity in practice aimed to meet some basic principles¹²¹ of action research of improving my practice to develop my students' learning. In parallel to this, many of the students, through their learning and undertaking action research on the modular unit, gained confidence, an understanding and a voice to express their values, beliefs and opinions using both cognitive and affective abilities when exploring a range of diverse and challenging ethical dilemmas that they had chosen to explore within management.

There was a very close link between my intention to question integrity in my context, the teaching and learning of ethics, the use of action research, and my practice. They all worked together. I questioned what could be achieved in a twelve week course on ethics. I considered that ethics may be only a token gesture within management courses, and that I could not possibly involve all students at such an in-depth level of engagement.

My research, and the learning that I facilitated was not without problems. The process of continually questioning a meaning for my practice on such a personal level, especially when questioning my integrity as a central concept, was challenging. I would construct self-imposed barriers which prevented me from sharing my work. I often felt that, due to the subjective nature of my research, that much of findings were self-fulfilling¹²². I was often too self-critical and failed to also take a more objective, intellectual stance in exploring these questions. I questioned whether I could really live by the theories of integrity that I was expounding in my claims to knowledge, and whether I could 'walk the talk' or 'practice what I preach' with my praxis and integrity. I

¹²¹ Refer Winter's (1989) six principles of action research.

¹²² McNiff (1996) cautions against this.

questioned my identity as a teacher and indeed, continually questioned teaching in Higher Education as a profession.

My ethics as a practitioner/researcher came into question regularly as part of my research. Early on in the research, I naïvely took risks, in the name of research, that exposed students to potential harm. I was being selective and biased about the data that I was choosing. I identified a conflict of interest of being both teacher and researcher, and students knew that I was reliant on their participation within the research, at a time when I was also the formal assessor of their work. I had also opened up a ‘can of worms’ when asking respondents about the ethics of the university.

Within the action research, I continually reflected back on the central questions, the research, the changes that occurred and the nature of my development and the depth of my understanding. I continually mapped and questioned what integrity meant to me in practice, in how I managed the challenging workload. The action research approach of reflection in action, again allowed me to address my self and identity as a teacher. I had initial reservations and problems in being prepared to share and validate my work with a wider academic audience. I was concerned about the legitimacy of my work particularly as being PhD level research.

Reflective and reflexive development through action research

Throughout the research, I encouraged and facilitated a reciprocal and co-operative approach and environment for the students to question their values and ethics in the context of their learning of management during the final stages of their undergraduate life at the university. I continually reflected on and questioned a meaning for integrity in practice, and the process allowed me have a

voice as an academic and practitioner, to share my pedagogic understanding and practice with a wider academic community.

I did however allow the research to mushroom out of control. I wanted to research integrity from many wide ranges of perspectives, taking the lead from traditional views of integrity and virtue ethics from mainstream philosophers. I also explored integrity from a psychology perspective, and then integrated this with literature and research undertaken in management. I also approached the research from a research ethics and educational perspective. In the research into my practice, I questioned my approach to the teaching and learning, and the dynamics of the groups, in an attempt to interpret the true nature of the learning. The research therefore considered many diverse perspectives which was not without its problems in terms of the complexity of the research focus.

The pressures and challenges of running and administering courses, of having the additional pressures of a major QAA review, of changing universities and the teaching other management subjects whilst undertaking the research, posed many additional challenges to my development. My teaching of ethics became far more important to me than the other generic management teaching that I was responsible for at the university, which in itself posed an ethical dilemma that I needed to resolve.

The discipline of undertaking the PhD, of regularly explaining and justifying the progress of my research through the formal PhD assessment process, as a well as sharing some of my research with a wider academic community, allowed me to make sense and put some order to the complex

dynamics of messy business of real world action research. I began to recognise the value of my approach to the teaching and learning of ethics, and the value of the original research that I had developed in collaboration with a wide range of students throughout the two cycles.

For me, there emerged an important link within the action research between the virtuous intent of applying integrity to ethics as an underpinning principle and value, with the subsequent environment that this intent established for constructive learning to take place. This in turn had a direct impact on the deep and dynamic engagement and reciprocal learning that subsequently occurred as a result of this reflective and collaborative approach. I was aware of the dangers of indoctrination and trying to impose my views and values on others. I had always tried to ensure that the students made their own choices, and that they questioned their own values and by making claims to knowledge in the resolution of their ethical dilemmas. Action research has been a means for me to explore these notions of integrity.

I was concerned about the rigour of the research, and the changes in practice that I proposed were not always effectively instituted. In writing up the action research the ‘magic’ that was in the classroom was somehow lost when I tried to transfer it onto paper. The process of giving the students the opportunity to open up, and let them take ownership of their learning and giving them a space to question and develop a deeper meaning, offered a rich foundation for the research. It was potentially dangerous to get students to question the status quo, as it could undermine structures and power within organisations. The approach could distract students away from the primary objectives of business. The action research allowed them the opportunity to take ownership of these questions and challenges. Allowing them to demonstrate their integrity was

crucial for them to make their own judgements about the ethics. In a sense it was a process of getting them to find their own ethics¹²³.

I felt that my position within this process was to encourage, to guide, to act a role model (Statman 1997), to facilitate, to question, to advise, but also importantly to get them to critically engage with virtue within the context.. The notion of personal choice was important throughout the process for learning. The students chose their own dilemmas to research. They chose the methods for researching the topics. They also chose how to explore the focus and set their own criteria for their validation session to be assessed. This free choice led to students questioning themselves and the ethics within their dilemmas in a critical way.

Recognising and acting on improvement and innovation in pedagogic practice

Over the three years of teaching the unit, I had become far more confident and adept at responding to the dynamics within the groups, in their discussions and was able offer a cumulative knowledge for the subsequent students, based on previous students' research into dilemmas, but also through my intimate understanding and interpretation of their learning. I had become more responsive to identifying and managing potential risks and dangers for students. The experience of allowing some students to get too emotionally involved in their research in Round 1, forced me to question my ethics (Saunders et al 2003) in what I was allowing them to commit to in their work. I guided them as to the ethical duties and consequences of doing their research, and set ground rules of discourse so that the students could have the confidence to voice their opinions as part of the learning process.

¹²³ Reflective diary comment 1.12.02.

In response to the extensive research data that I had generated, including the open and authentic perceptions from my students as shown in the ten case studies, I developed strategies for improving the learning in the classroom, adapting and changing the exercises in the seminars. Through my facilitation in class, I consciously encouraged them to take control of their work, of articulating their values, but also stepping back and adopting an objective and informed approach to their research, in getting to question and critically analyse difficult and challenging ethical dilemmas.

The university and criticality in the engagement of students

In revisiting the question of the purpose of ethics education, my research has brought into question fundamental issues about the purpose of university education. What are we trying to achieve and for what purpose? Robinson et al (2005), talked about the ‘crisis in higher education’ and the key crisis has been identified as the erosion of core values of trust, commitment, community, and equality and they claim that these have been replaced by instrumental values. They claim that higher education should be emancipatory, self-empowering and holistic and this can be achieved through the development of an ethical imagination and awareness. I have tried and to a greater extent been able to achieve this for my students, by empowering them to make these choices throughout their study, of engaging their integrity of considering the ‘self, but also ‘others’ in many different contexts.

Barnett (1997) considers that the aim of higher education is to develop students as ‘critical beings’, through critical thought and reflection, in order to develop a form of ‘social wisdom’. My approach, in response to Barnett’s question about what form should this engagement take, has

shown a dynamic to teaching and learning of ethics, which has offered the students a unique opportunity to engage in some critical reflection on ethical issues and values. They demonstrated both an intellectual and emotional engagement with the ethical dilemmas.

Collier (1993) argues that questioning values is fundamental for higher education, claiming that educational systems need to improve programmes which prepare students for recognising and learning to think critically. By offering this unit within the syllabus, it has been one of the few of the occasions for the students to question values.

In *Education for Moral Integrity*, Musschenga (2001) claims that education in this context should be to strengthen motivation for self-sufficiency, furthering critical and imaginative thinking and promoting moral unit. Again the evidence from my claims around learning has shown that students have clearly developed from this form of critical engagement within the unit. One can question the implication of a learning environment without integrity.

The ongoing question and debate about the purpose and application of ethics within the syllabus

The nervousness by some academics to tackle ethics in the syllabus as highlighted by Gandz (1988) about opening the 'Pandora's Box' of ethics should be balanced against the very positive responses from my students in their enthusiasm and development as a result of their engagement with the unit. Clearly the sensitivity of the approach taken is important, to counter the politically sensitive nature of the ethics (McDonald et al 1995), although it is important that the process and the intentions must be made transparent to all those involved. My students have developed a range of critical skills, but have not experienced the 'torn identities, that Fenwick (2005) cautioned

against. MacLagan (1994), amongst other writers, rightly claimed that teaching ethics needs to be about raising awareness as well as stimulate moral imagination. In the validation process for my students, both these objectives had been largely achieved. Clearly there is a place for questions of ethics in the curriculum, and with careful integration and reflection on the part of the teacher and learners it can, as has been shown generate very positive results. The debate around whether the learning of ethics has any positive long-term effects on the behaviour of students is a divisive one, as this could never be fully proven. The intention to educate students for their role in management to include elements of ethics had reflected an important intention to educate the person, but then allow them to make choices and decision to resolve those dilemmas.

My aim was to develop their capability to intellectually engage with the ethics, but for them to make their own commitments without being indoctrinated to do so (Mahoney 1993). The dilemmas could not necessarily be solved by them, but their exploration of the issues was a source of understanding.

Integrity of the learning environment

Integrity has been a fluid process in complex environments, not an end in itself. The integrity was evident in the environment that I have tried to establish. I tried to maintain a safe psychological environment that Sims (2002) considers important when teaching ethics. In response to Mason's (2000) questions around the role of teachers in relation to socialising students to ethics and cultural norms, I recognised my responsibility as a role model, in this age of late modernity, where there is diminished moral responsibility in a time of fragmented, fragile and transient identity in modern society. My students demonstrated that, in fact, their identities and values were very strong, and that they had a clear view of the importance of integrity. The development of trust and

openness was an essential part of the process to maintain that integrity in the classroom. There were constructive, reciprocal relationships and collaboration between all within the learning and action research process, and I hope that my work has demonstrated this.

Integrity within the context of the classroom emerged as a complex, sometimes contradictory and often slippery concept to define, meaning different things to different people. It was not until I started to question integrity that the real meaning and value of the concept came into play, which was interestingly similar to many of the experiences of students in their engagement with the questions of ethics.

Questioning integrity in different contexts opened up the debate and offered a guide to conduct and decision-making, and supported a consistency in order to maintaining a sense of the wholeness and balance. A genuine, lived meaning for integrity encapsulated a combination of virtues and values that made up a person, how they saw themselves and how they conducted themselves in their relationships with others (Topping 2005). Integrity within the classroom environment was therefore about maintaining the whole in what is often a fragmented process within the teaching and learning. The reflection process within the action research facilitated this process. I concurred with Beebe's (1986) assertion of the fundamental importance of the question of integrity, and the lived integrity was both within the people involved and the reciprocal learning that took place between them.

The teacher of ethics, integrity and praxis

The teaching of ethics is very challenging and stimulating. The teacher has a professional role of managing the learning process, of assessing, of being a role model or as Statman (1997) expresses it, a 'moral exemplar'. I considered that I had a special responsibility in my role, especially as a teacher/researcher, that my conduct and approach would be judged by the students. I became aware of the informal and the formal roles of the teacher, and the integrity was in the way that there was a careful balance between the two responsibilities. By empowering the students throughout the learning process, they could demonstrate their integrity, and in return I could develop my praxis through the action research. The transparency of the process was important in maintaining the integrity of the whole environment. Their and my use of action research within my research, as well as within their project work developed a more profound relationship between teacher and learner, again leading to the magic dynamic of reciprocal trust and healthy critique. I allowed and encouraged the students to open up their values in the classroom. I nurtured an emerging voice for the students. I found that getting students to the deeper meaning for themselves produced some revealing and important results. In this way we began to learn together with more democratic relationships.

Reciprocal learning relationships

The students were encouraged to develop and work with others throughout the learning process. In class, they were asked to question their own and others ethics in different situations, cases and ethics scenarios. Through the use of action research, they were asked to develop collaborative and inclusive research that involved perceptions of others in order to critique and understand the ethical dilemmas. They were also encouraged to approach critical friends who would support them

within their students, as well as to participate in others' research undertaking focus groups. Most importantly, all students were asked to not only conduct their own validation sessions with a critical audience (most commonly made up of peer groups), but also to contribute to others' validation sessions and be part of the validation group which would critically support that person to develop their own research. Most, if not all of the learning activities involved students in reciprocal learning with peers.

The process of the formative, peer assessment during the individual validation sessions was pivotal for many students in the development of their research and understanding. The dynamic of exposing their initial research claims to critique to both their peers and myself in the formal validation sessions, was a powerful process in terms of them not only justifying their claims, but asserting their own conviction and expressing their values of the importance of the dilemmas. The use of peer assessment also fostered high levels of responsibility amongst the students (Dochy 1999). This, combined with the wide range of learning experiences developed in the classroom, enabled students to participate and critically question ethics and morals in a dynamic and safe environment. I observed evidence of deep critical learning (Marton 1975) for many of the students who participated in the unit, and within the interview that I conducted with students they expressed the value of the process.

The use of action research was unfamiliar to all the students. They gradually gained confidence and understanding of using the approach, and this contributed to a positive dynamic and supportive environment for learning. Many were able to open up, question, debate, to disagree, and put their case forward from having researched the issues and conflicts within the dilemmas. I

offered them the opportunity to analyse their own values and behaviour in the context, which McDonald (1995) considers is an opportunity that is rarely offered to students.

I recognised that the approach to the teaching and learning that I had planned and developed in Cycle 1, and was to develop further in Cycle 2, was original and innovative in pedagogic terms. The use of validation sessions, utilising a strong element of peer assessment, encouraged students to take ownership of their work, shifting the assumed power away from me as assessor to the learner.

I developed a strong conviction, through my collaboration with my students, that this type of learning was important to them on a personal level. Exposing their work to critique within a peer group (Topping 2005 and Dochy 1999) was an important learning experience for many within the process. In the process of presenting in the validation, students demonstrated considerable professionalism and commitment towards the resolution of the dilemma, and the validation groups offered critical and constructive support to help guide the person through their work. The process of encouraging the presenter to set their own criteria for assessment, maintained their autonomy and choice within the process and in a way offered them emancipation from the constrictions of the required academic outcomes.

Many of the students, as has been shown in the analysis of the various cases and subsequent dilemmas, talked of a profound and committed engagement with their development and research, commitment being an important part of the judgements made (MacLagen 2001). They were able to articulate their experience of placing themselves and their values within the ethical dilemmas, and

were able to propose, often balanced and critical resolutions to the dilemmas, having undertaken their in-depth and participative research with their peers, as well as with managers and stakeholder within their particular dilemmas.

Learning from and with the students was a collaborative and reciprocal process. This was part of what I identified as the magic dynamic in the classroom, especially in the validation sessions. The richness of the context of their research was matched by the richness and profound nature of their understanding. In the subsequent student interviews¹²⁴ there were many examples of students talking of the experience as being really important to them, not the usual learning on the course as a whole.

Respect for the cognitive *and* the affective and the students' integrity

Many of the students demonstrated the ability to articulate their values more confidently as the unit developed. In the early exercises in class the students tested out their own values and understandings against those of others. In the subsequent cases and video exercise many gained a confidence in the collaborative environment, to try out the ethical theories and models in these different contexts, whilst finding a voice.

In facilitating students to engage in both the cognitive (Dawson 2004) and the affective, my research has brought to light a powerful untapped potential within the students and their engagement with ethics and integrity. The priority for many undergraduate courses was in the emphasis on the development of cognitive skills (Bloom 1956) and capabilities, and engagement

¹²⁴ Refer appendix 16.

with the subjective was often actively discouraged. My research into their learning, respected both cognitive and affective capabilities, and the affective is seldom addressed in university education (Brockbank 1998).

As part of the learning process, I was often surprised by my students and their ability and conviction in questioning the complexities of ethical dilemmas. Their integrity emerged and became more transparent through their voice, and the balanced conviction and commitments that emerged throughout their studies. I encouraged them to critically question the integrity of the choices made by others, and to bring their own integrity into play within the learning. I also asked them about their understandings and meanings for integrity. Their perceptions in turn, helped me to develop my own ongoing understanding of integrity as part of a philosophy for my pedagogy. This cyclical process offered a cumulative knowledge and understanding that I could transfer back into the classroom.

The use of dilemma analysis to explore contradictions

My students demonstrated the capacity to understand the complexity of the different ethical dilemmas. By encouraging them to voice their own values, as well as critically analysing their own and others' positions within the debate, many were able to demonstrate a careful and balanced perspective, particularly within their own projects and the subsequent claims that they were able to make. The theoretical models for ethics that were used by so many of the students, such as Hall's (1992) five point test for ethics, were also useful in allowing them to make informed and balanced choices as to appropriate and informed courses of action both in the classroom as well as in their project work.

Through their research and in particular the validation process that I had set up, the students proposed some intelligent and principled resolutions to complex issues. Many observed that managers were often placed in very difficult and contradictory positions when making decisions and it was often the organisations in which they are working, constrained their ability to act with integrity. Similar to their own experiences within their work, integrity in the modern business world seemed to be a struggle to gain a balance (Schwartz 2005), between the personal and the professional, of the cognitive and the affective, the head and the heart in often complex and contradictory circumstances. The integrity often showed itself in the way that the judgments were made, the compromises that managers were challenged by, and in the how they would subsequently live with the decisions made. Integrity was about taking part, making a contribution, sharing, nurturing with a virtuous intent, maintaining consistency and coherence, living by my own principles and values. The action research process facilitated the enquiry into integrity and this process worked for both me as teacher as well as for the students and this offering important meaning for the context in a way that was not artificial but real.

By adopting and applying Winter's (1982) dilemmas analysis approach, I was able to critically examine many dimensions of the teaching and learning. The dilemmas themselves offered me a guide to the improvement in practice that I was pursuing.

Applying stage models to students' development

Throughout my research I had become aware that there was considerable work that had already been undertaken which had observed the development process of students, and in particular the work of Perry (1970), Belenky et al (1986) and Baxter Magolda (1992). Many students had

adopted a mature approach in their work which was characteristic of Belenky et al's (1986) position of 'Commitment' particularly with the female students. They took the responsibility of the ethics within their own research, but also expressed a new deep personal meaning for that knowledge. Many of the students responded to the challenges of the unit by taking ownership and responsibility for their project work as well as for their values. Not all students were however able or even willing to engage in the learning on such a deep level. Some were uncomfortable with stepping outside the familiar, objective approach to management learning that they were used to. Some were unwilling to fully participate in activities which required them to put their own personal values under scrutiny, or engage with the affective. I considered that by sharing these theories of staged develop could be useful in trying to unlock those students, so that they could recognise that the way that they were thinking about how to engage with the knowledge and learning was influencing their capacity to develop further. I therefore integrated these theories early on in the semester in the subsequent round of teaching the unit.

Future directions for the research

There is much work to be done in developing and extending the work of this thesis. My collaborative research with my students has offered a rich source for further research into teaching and learning ethics, of questioning integrity in practice, praxis and identity for teachers of ethics. Further work needs to investigate the processes involved in the effective delivery of ethics in the management syllabus, as well as further questioning of the profound nature of learning for students when questioning their own values within the ethics debate. Emotional aspects and the engagement of the affective have only been touched upon.

The research hopefully goes some way to developing the debate about the role and identity of teachers in universities in this stage of constant change. The voice of the individual is important in establishing an identity and applying principles of integrity in practice.

Further research is needed to be undertaken on questioning the place of virtue and integrity in the questioning of morals and ethics both in the university context, as well as the wider field of questioning personal conduct and integrity in management, particularly in the leadership role (Storr 2004). The research has brought to light many contradictions and dilemmas around the concept of integrity, but these offer rich inspiration and source for further research into the subject. The nature of an affective engagement within the learning process could be explored from a purely psychological perspective. I hope that my work, in this period of constant change has demonstrated that the voice of the individual is important.

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Appendices

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Appendix 22 - Review of my ethical responsibilities in line with key guidelines -BSA

Appendix 23 - Integrity – maintaining the whole

Appendix 1 - Central questions within my research

A Teaching Ethics and Innovative Practice in Management Education

- 1 What is the purpose of ethics education ?
- 2 What should be included in the content of the learning in the management context ?
- 3 What are the formal and the informal roles of the teacher in the classroom ? (responsibilities and role model)
- 4 How does one teach ethics ?
- 5 What is innovation in practice in the teaching of applied ethics ?
- 6 To what extent does the management of the classroom and groups impact on the learning dynamics?
- 7 To what extent 7 What are the results of the teaching and learning of ethics in other research and literature ?
8. How does teaching and learning ethics affect subsequent behaviour ?

B Praxis

- 1 What are the underpinning theories of praxis in action research ?
- 2 What does identity mean for the university lecturer in HE ? Phd into practice
3. What are the challenges for the action research practitioner/researchers ?
4. What is the relevance of integrity in this context ?

C Integrity in University Education

- 1 What is the meaning of integrity for teachers and learners in universities ?
- 2 Why is the question of integrity important in professional development ?
- 3 What can be learnt from others' perceptions of integrity in the management education context ?
 - Writers on integrity from a management perspective
 - Writers on integrity from a psychology and character perspective
 - Writers on integrity from a philosophical perspective
 - Integrity Psychological/ Character perspective

D Learning

- 1 How do students become and independent and reflective learners ?
- 2 What is the nature of development and transformation of understanding in young adults ?
- 3 How does the cognitive and affective engagement development impact on learning ?
Making judgements ?
- 4 What is significant or deep transformative learning in management education ?
- 5 Learning theory and ethics education in the university
- 6 To what extent does the learning and questioning of ethics impact on personal integrity ?

Appendix 2 - Round 1 student project topics (Cycle 1)

1999/2000 academic year.

Students Number	Group	Subject
1.	ITHM	The ethics of genetically modified foods
2.	HM	Investigating ageism in the hotel industry.
3.	HM	Is unfair dismissal ethical ?
4.	TM	Is it ethical that animals are used as a source of entertainment in the tourism industry ?
5.	TM	Are sales targets, commissions and incentives ethical practice ?
6.	HM	Gratuities, tips and commissions in the hotel industry. Ethical practice or not ?
7.	TM	Is nudism an ethically acceptable form of tourism ?
8.	ITHM	Ethics of performing and promoting tours to former concentration camps.
9.	TM	Overbooking in the hotel industry
10.	HM	The ethics of employees being exposed to passive smoking whilst at work in bars and restaurants.
11.	ITHM	The ethics of unequal pay for women.
12.	HM	Is it ethical for hotels to compromise on green and environmental issues in order to improve profits and revenues ?
13.	ITHM	The ethics and honesty of holiday brochures.
14.	HM	Is genetically modified food ethical ?
15.	ITHM	Overworking in Japan.
16.	TM	Women and sexism in advertising.
17.	ITHM	Was it ethical for Britain to continue to sell arms to Indonesia for her repression of East Timor and during recent political demonstrations degrading the image of Indonesian Tourism ?
18.	HM	The recruitment of ethnic minorities.
19.	HM	Sex Tourism
20.	ITHM	Facial attractiveness
21.	ITHM	Is it ethical to accept sex tourism as part of the tourism industry?
22.	TM	Ethical considerations regarding the availability of a code of ethics for tourists to Third World countries.
23.	ITHM	Is it ethical for religious sites to be tourist attractions ?
24.	TM	When uniforms become an ethical issue.
25.	HM	The ethics of workplace monitoring.
26.	ITHM	Is it ethical to promote friends or relatives at work ?
27.	HM	How ethical is empowerment ?
28.	HM	Stereotyping female managers.
29.	HM	Unethical ethics.
30.	HM	Sexual harassment in the workplace.
31.	TM	Women in management - equality of opportunities ?
32.	HM	Is it ethical that the customer is always right ?

Appendix 3 – Summary of the Unit Evaluation Questionnaires, Round 1 (Cycle 1)

Students' comments about why they found aspects of this Unit valuable, in terms of their learning:

- The unit was one of the most interesting and valuable of the 4 year course. The style of the research was enjoyable and I actually liked working on the assignment. I learnt a lot that I will use in my future career (whatever that may be). It also made me question my values and I learnt loads about how other people think. Now that it is exam time, I am so glad that the unit was 100% coursework too.
- All the lectures were extremely valuable and interesting. Much also learnt through action research methods, improving organizational skills.
- Subject was very motivating, as we could express our values and feelings. It was an interesting way of research, getting information from other people.
- Subject matter: interesting and relevant. Style: open to discussion and unbiased. Coursework: interesting and well explained, again very open and personal, again very open and personal.
- I have learned important issues that exist today in the hotel business. The assignments made from different students (including mine) has directed me how to tackle the problems.
- Unit guide well laid out and informative as were handouts. Coursework difficult but right amount. Lectures informative.
- Very interesting subject. I'm happy I chose it.
- Very interesting, good informative handouts. Good discussions, practical application of theory.
- The whole unit was very valuable and interesting. It made people question their own ethics.

Students' comments about why they would certain aspects of this Unit improved

- Not keen on 9am starts. However the one hour break between the lecture and the seminar is useful as the subject is intensive, therefore the break was necessary.
- I would have enjoyed more practical case studies using examples from large corporations or national tourism offices.
- More case studies brought home own studies could be useful. Group work for focus group should be arranged by lecturer so no one misses it.
- Too early 9am start.
- The timetable was terrible, both seminar and lecture very early in the morning and difficult to get to when working late or if you live far away as it costs to get to them because they are so early.

Students' other suggestions for improving the overall quality of this Unit

- More key texts should be available in the library. There are very few books at the moment.
- Good unit. Great teacher !

Overall Summary

Overall, this Unit was extremely well received by 37% of students who completed the

Appendix 4 – Focused interview questions, Round 1 (Cycle 1)

1. How have your values changed as a result of studying ethics?
2. What has it meant to you personally?
3. What motivates you to be ethical?
4. How were you ethical in undertaking your project?
5. What has it meant to you by participating in other people's research?
6. Do you consider that the university has been ethical in the way that it has offered you an education?
7. Ethical problems are difficult to change - how would you now approach ethical dilemmas?
8. Are there any other units where ethical dilemmas have been tackled or taught?
9. Do you consider that learning ethics makes you more ethical?

Appendix 5 – Aspects of the teaching that worked in Round 1 (Cycle 1)

What worked ?	Why ?
Environment in the classroom, characterised by trust, openness, collaboration and intellectual discourse	Me as role model ? A 'gentle' approach to teaching. Supportive environment with structure, but choice being central. Action research facilitated this.
Management of the learning	Careful planning of the process for learning Feedback. Facilitation and guidance. Organisation and emphasis on the validation process. I felt the learning was well organised with a good balance between theory, practice, empowerment for learning.
Highly multi-cultural groups of students.	Respect for others views. New learning from the richness of the perceptions and cultures.
Students engagement with ethical theory	Common sense application of the theory which was instinctive, but also principled.
Students went the extra mile.	Personal commitment towards their own chosen project work. Collaboration and involvement in other peoples' work in the validations and in the research projects.
Attendance was very high during lectures and seminars.	The students were interested in the learning. They understood the rolling process of lectures, seminars and validations. They were clearly interested and committed in the engagement in class, and a strong sense of 'voice' was emerging.
Participation in validation process.	Supportive, collaborative and critical. They put their values 'on the line' and other respected them.
Students as ethical and moral agents in undertaking research projects.	Gave them the opportunity to demonstrate their ethics and integrity within their research projects. They were happy to display integrity and proud of it.
Use and participation in focus groups	Ways of generating primary data in a short period. New, innovative method for gaining different perspectives.
Video session Business Ethics BBC.	Needed managing and planning. Good content relevant in the context. Students engaged intellectually with the dilemmas.
Most students engaging in Action Research process.	They seemed to like the freedom of the approach and the reflective nature of the research. They seemed to respond to the fact that the research tested their own values.
The magic in the classroom - particularly in the validation sessions.	The students presenting took the sessions seriously, and equally the validation groups were constructively critical.
Students took control of the learning and research (autonomy), began to get its own momentum.	Did not need much encouragement. Balancing their values against others. Testing own claims to knowledge.
Group dynamics - voice for all.	Influenced by others but allowed dynamic of challenging.
Variety in the syllabus - contextualised but varied.	Freedom within course. Diverse subjects. Learn from the variety.
Students recognised their own integrity in relation to the dilemmas being explored.	Integrity seemed to be of real importance to them.
Incredible range of diverse and challenging subjects chosen.	I encouraged this to happen, however the students chose their topics <u>but</u> their approach and research process needed managing. Tutorials, email, encouragement, critical friends.

Appendix 6 - Aspects of the teaching that did not work in Round 1 (Cycle 1)

What didn't work ?	Why ? (My reflections)
Did not really check whether students had understanding of lectures.	Format of lectures/Seminars (3 hours 1 sep lecture)
Lack of recognition of different learning styles	Unaware to an extent – suits female students ?
Finished unit early.	Awkward structuring of the semester in relation to studies including dissertations.
Stakeholder model (risk) exercise did not work very well	Heavy and cumbersome. Technical approach taken to assessing problems but risk element taken on board
Engagement by students in questioning during some of validation sessions.	Powerful and well researched validations would sometimes get very limited responses, so I had to take over the questioning process and summary.
My unintentional discrimination of African people in the language I used.	Became a positive in one sense because a mature African female pointed this out on the very last day of teaching, but she had the confidence to say so without any retribution.
Some students were not comfortable with Action Research, and there was some non-participation by some members of the groups.	They clearly could not get their head around the concepts, and tended to stay on the periphery in terms of their engagement in class and in their project work.
Real engagement with ethical theory.	These were not philosophy students. It was limited in what I could feasibly get them to do in terms of the ethical theory.
Too many validations - not enough time - some took too long.	Asking the groups to do too much in the time available. Too much assessment for me for a regular unit - committed due to my interest.
The 'action' of the Action Research process was not fully considered and was limited.	Is action research suitable for students who cannot change a situation ?
Students sometimes found it difficult to identify and stand back from their own biased perspective.	Difficulty in taking an objective view on an issue that is involving the affective.
The male students would not participate as much as the female students. They tended to adopt a 'politically correct' stance when confronted by issues.	The female were happy in expressing their views and values, whereas the male students were far more reticent.

Appendix 7 (a-g) - Round 1 Case Study summaries

Case Study 2 – Lars. Lars was a Scandinavian student in his early 20s completing a BA (Hons) in Hotel Management. His research question was: “Is it ethical to compromise on green and environmental issues in order to improve profits and revenues ?” (For the full case study refer: Appendix 7a)

As a result of the learning:

- Far more ‘aware’ of the problems that exist – “every decision you make connects with the ethical issue”.
- Motivated to “be able to see that it makes a difference”.
- In doing his ‘ethical’ research, he “asked questions which would make them think in an ethical way”.
- ‘Disappointed’ in the lack of integrity of others.

Case Study 5 – James. James was a Hotel Management student in his early 20s. In his project work he explored ‘The ethics of workforce monitoring’. His work focussed on the emergence of workforce monitoring, particularly with the use of CCTV. (For the full case study refer: Appendix 7e)

As a result of the learning:

- He felt that his values had come to the fore.
- At work, he felt that “you have to leave your ethics at the door”.
- “When you are paid, you can’t change things in the long term”.

Case Study 6 – Alexandra. Alexandra was a student from the Balkans in her early 20s on the BA (Hons) International Tourism and Hotel Management. Alexandra chose to undertake a project to consider ‘The ethics of using former concentration camps as tourist attractions’, and she was to consider the ethics of the whole issue including how the tours were marketed. (For the full case study refer: Appendix 7f)

As a result of the learning:

- She recognised that “the values for me are not for everyone”.
- “This was not just any assignment . . it *makes* you think”.

Case Study 1 – Harry. Harry was English, was a BA in Tourism Management student in his early 20s. In his project work he explored the ‘Ethical considerations regarding the availability of a code of ethics for tourists to Third World countries’. His work attempted to promote the implementation of ethics for tourists, and considered it in the context of socio-cultural impacts that guests play on host people and the damaging effects of westernisation on their fragile cultures. (For the full case study refer: Appendix 7b)

As a result of the learning:

- “Far more consideration of different stakeholders”.
- “Taught me deeper values”.
- Identified problems of ‘self ethics’ and ‘will power’ and the temptation to make snap decisions.
- Considered that the “Lectures were . . intense . . and the seminars were free speaking”.
- Validations sessions were “fun and exciting”.
- Re-occurring theme for Harry was about more consideration for ‘others’.

Case Study 3 – Elizabeth. Elizabeth was a mature student from South America, in her early 30s, married with children. She was on the final year of the degree programme, International Tourism and Hotel Management. Elizabeth researched nepotism and promotion at work. (For the full case study refer: Appendix 7cc)

As a result of the learning:

- She learnt from other students.
- She thought very hard “you must consider the ethics”.
- Feels that she is ‘stronger’.
- She was initially ‘lost’ in the validation process, but finally recognised it as a learning process.

Case Study 4 – Anna. Anna was a student from the Far East in her early 20s. She was undertaking the International Tourism and Hotel Management degree and decided to investigate the topic “Was it ethical for Britain to continue to sell arms to Indonesia for her repression of East Timor and during recent political demonstrations degrading the image of Indonesian Tourism ?” (For the full case study refer: Appendix 7d)

As a result of the learning:

- Consider that her values had changed, but “I always stick to my first values”.
- At University, “you have to speak”.
- She *always* trusts the lecturers.

Case Study 7 – Kate. Kate was a fourth year Tourism Management student who was English, in her early 20s. For her project work, Kate decided to choose the issue of women and sexism in advertising and questioned whether the depiction of their role as well as their portrayal was fair and correct. (For the full case study refer: Appendix 7f)

As a result of the learning:

- She felt that her integrity had ‘improved, because of going into depth.
- Her values had ‘broadened’.
- Frustration in the lack of integrity in others.

Appendix 7a - Case 1 - Harry

Harry was English, and a Tourism Management student in his early 20s. In his project work he explored the 'Ethical considerations regarding the availability of a code of ethics for tourists to Third World countries'. His work attempted to promote the implementation of ethics for tourists, and considered it in the context of socio-cultural impacts that guests play on host people and the damaging effects of westernisation on their fragile cultures.

In his final report he proposed 'claims' that major industry bodies were doing little to implement a code of ethics for tourists, that many tourists were not fully aware of how they should behave, and finally that it would be very difficult to impose or expect people to read, let alone follow a code of ethics.

He articulated his own values about sustainability in the context, but brought to the fore his personal dilemma of him wanting to pursue a career in tourism to make money and is aware that the exploitation will continue. He rationalised the dilemma by explaining that he had shown some form of professional development in keeping remote cultures thriving.

Harry was invited to attend an interview on 23rd May. In the interview he explained that he was attracted to the unit because in my 'taster' session prior to choosing the option, "you said you learn a lot about yourself, and as a traveller I wanted to know more about myself, and I came back with a wider knowledge, and as soon as you mentioned those words I was really sold. I have learnt a lot".

Having completed the course he considered that he now has far more consideration for different stakeholders – "I don't just think about myself . . . I think I have learnt a lot more of how to process things, of how to look at it more properly, more analytically". He identified a shift from being purely 'money' focussed, to considering how he would make the money, of sharing and being 'kinder' to others". "I think the ethics unit has taught me some deeper values . . . of how to do things properly . . . for a more 'together' society".

When asked what motivated him to be ethical he explained that it is important to be ethical otherwise you are going to hurt others in some way. He viewed the long-term being more important than the short-term. "It has taught me to be more understanding of other people's needs, to balance and weigh up, "I would want to be treated as I'd treat others".

He felt that the validation sessions were "incredibly fun and exciting . . and useful. It allowed me to practise organising, getting people together, making sure that the group is concentrating on this issue in hand, not diverting. It is good leadership skills". He considered that the ethical theory was the most difficult part of the unit, and felt that it needed to be explained more simply as "I found it difficult to relate this to my project".

In relation to how he would now deal with ethical issues having completed the course, he commented "It would depend on what position I was in", but he did say that in case of making a wrong decision, he would now involve others in the decision, to get a good 'understanding', and "then I would make my

Appendix 7a - Case 1 – Harry (contd.)

decision at the end”. He identified the problems of ‘self ethics’ and ‘will power’, and the dangers and temptations of making snap decisions.

When asked about what was valuable about the unit, he considered “to be honest Guy you did a perfect job. The lectures were as intense as they were supposed to be and the seminars were free speaking as well as group discussions. I couldn’t think of a better way to have done it personally”. He criticised other learning on the whole course as many seminars were “a waste of time”.

Appendix 7b - Case 2 Lars

Lars was a Scandinavian student in his early 20s completing a BA (Hons) in Hotel Management. His research question was: “Is it ethical to compromise on green and environmental issues in order to improve profits and revenues ?”

His initial claims in his validation session in late March focussed on: the notion that hotels were compromising ethics in relation to safe-guarding the environment in order to generate larger profits; that often managers were not aware of problems caused within the industry; and that managers and hotels were not aware of how they could reduce costs through correct environmental behaviour.

His subsequent written report, submitted in May, developed his claims further by adding that ‘environmental friendliness can be looked upon as a source of profit through customer awareness and staff training’. His in-depth report proposed a personal view on the dilemmas from around the world. He supported his observations from his detailed transcription and analysis of a dynamic focus group session with peers. He placed most of his proposals for action in the corporate setting and concluded that much of the dilemma can be resolved through education and relating that to generating profits.

Lars was interviewed towards the end of May 2000, prior to his project work being finally assessed. Lars said that he had become far more aware of the problems that existed in the hotel industry. “Not just through the teaching, but through the research done . . every decision you make connects with the ethical issue”. “I think that it has made me look at things as completely different . . .and from that perspective it has changed, in the way that I value the reason for doing things.” “I think about how it also affects other people, the decisions which is being made”.

Lars felt that his values were now coming from different sources: the media, and in particular films; from what he is being taught; from what he has learnt, “ . . .rather than being influenced by other people. I am being influenced but not being dominated. I make up my own decisions now”. In response to the question, ‘what motivates you to be ethical ?’, he replied with the “ . . .to see the outcome. To see how it affects people, not just myself. To be able to see that it can make a difference”.

In conducting his research he felt that he was ethical in the way that he would see it from “both sides of the story”. “I did that in the way of asking questions which I thought would make them think in an ethical way, and in that way the process was ethical”. “I put the ethical questions to the participants in order for them to express how they felt about it, and in that way I thought my process was ethical rather than just saying that this is fact”. He was disappointed in the way that, although people wanted to be ethical, they were not, because they did not think about it on a day-to-day basis. He felt that ethics in industry could be done through educating staff through workplace training, education and awareness campaigns, but cautioned against trying to ‘brainwash’ people.

He felt that learning ethics makes you more aware of ethical issues, but doesn’t necessarily make you more ethical. “It does give you a choice to choose . . . it makes you ethical in the way that it makes you think about ethical issues”. In summary, he felt that studying for the project and the report was the “first time that I came across it, where you really go into depth. I found it really interesting”.

Appendix 7c Case 3 Elizabeth

Elizabeth was a mature student from South America, in her early 30s, married with children. She was on the final year of the degree programme, International Tourism and Hotel Management.

Elizabeth decided to research nepotism and promotion at work. Her validation session on 5th April expressed her values about how organisations should manage recruitment policies based on employing and promoting on the basis of the knowledge and ability of the candidate, and not on whether they were a friend or relative of the employer. She used Hall's 5 point test for ethics, Khan & McLeary's model for ethical decision-making and a stakeholder map to explore those people affected by the dilemma. She also supported initial claims to knowledge from three interviews undertaken at a corporate hotel where she worked, as well as from extensive secondary research.

She explained that action research had allowed her to explain the main ethical issues and has developed her understanding, and enabled her to develop more questions within the research.

Elizabeth was interviewed in June 2000 following the grading of her work. She firmly believed that she had learnt from other students, "It made me think what I should do . . . when I become a manager". When asked about her values and whether they had changed as a result of studying the unit, she said that that her values were strong, because that's the way that it comes from my background, from (my country)". She related this to the process of engaging in the ethics of understanding. "I thought very hard about my experience, the study and research, and listened through all these peoples' points of view, and when I felt that that if I was to make a decision, I would have to consider the ethics".

Elizabeth explained that "Basically this ethical course helped me to make myself stronger . . . I was much stronger about saying what is wrong, what is right because I had the background of what I studied . . . it was not as if I had read it in a newspaper. It is something very strong; it is something supporting my belief . . . it made me feel better. It made me feel as more at an advantage than other people". "I feel better that I can understand the problem, and I can see why the problems are happening, . . . and what would be the solutions". She explained that "as a woman in my own country, I would have to keep quiet, even if you had seen something that you disagree with, you do not answer back . . . once you have children, forget it, you have to bend to your husband". "You respect your elders, superiors and teachers". "It is here that I have learnt that I could say 'no, that is not right' . . . I am strong. I felt superior about coming to university, which makes me feel happy". In reiterating the point, she explained that she did not mean superior, but 'confident'.

In undertaking her research, she tried not to misinterpret their responses from her point of view. "I tried to be neutral . . . it was very hard for me not to tell them (that she disagreed) . . . I had to listen and write down what they had to say, . . . I wanted to argue, but you have to think about it in your own time, you have to reassure and respect others views. . . I had to be very strong, not to orientate their answers and not to lead them".

In participating in other peoples' research "It was a very interesting experience. The first time I came to a validation meeting, I was lost. When I saw that it was a learning process, that I could

Appendix 7c Case 3 Elizabeth (contd.)

Learn from other people . . . it was an interesting way of learning, because I wanted to hear what they had to say . . I learn how they handle their dilemmas.

She felt that it was better to have the ethics unit at the end of the course “now that we are more motivated and enthusiastic that it will finish”. “The other units are more about theory – this one is more for your life”.

Appendix 7d Case 4 - Anna

Anna was a student from the Far East in her early 20s. She was undertaking the International Tourism and Hotel Management degree and decided to investigate the topic “Was it ethical for Britain to continue to sell arms to Indonesia for her repression of East Timor and during recent political demonstrations degrading the image of Indonesian Tourism ?”

Anna agreed to be interviewed early June. When asked whether her values had changed as a result of studying ethics she was reticent, “We studied ethics for only a short period of time it is difficult to say”. When pushed a little further she explained “Well my values have changed, but I always stick to my first values which never change”.

When asked about participating in other peoples’ research she felt she could relate some of her experiences of working in the hotel industry to their work. She mentioned Elizabeth’s research into nepotism, and she felt she was somewhat confused about whether it was right or wrong in the end.

When asked what motivated her to be ethical she explained that “in my family you always have to accept things. Now that I am at university, I have to speak up, which I don’t always agree with”. In response to the question about the university and ethics she felt that university had been ethical, “I always trust the lecturers and the lecturers always know what they are doing. I just trust them whatever mark they have given me. I have never complained . . although sometimes, you know maybe sometimes I am disappointed with the mark that I am given because I did work so hard for it, it is me not them, I never blame the lecturers.”

Appendix 7e Case 5- James

James was a Hotel Management student in his early 20s. In his project work he explored 'The ethics of workforce monitoring'. His work focussed on the emergence of workforce monitoring, particularly with the use of CCTV.

James undertook a stakeholder analysis of those people who were affected by the decision to use CCTV. He also attempted to integrate ethical theory into the debate, as well as apply an ethical decision-making model around the dilemma. His validation session with the peer group on 25th March 2000 was to be assessed on the basis of: the clarity of the argument; the methods used; his assessment of the research; appropriate use of decision making models; and the research being worthwhile. The claims derived from the results of the focus groups and his research, were presented at the validation session, and this subsequently formed the basis of his final claims. He claimed that employee monitoring is commonplace and is intrusive to employees, although managers could see the benefits of using CCTV in terms of deterrence and getting 'rid' of staff quickly. He felt, as a manager, he would choose CCTV, but identified a shift in his understanding of the dilemma having completed his research. He claimed that he has changed from a position of passive agreement of accepting CCTV, to its use in moderation and a last resort. The validation group accepted that he had met his criteria.

In the interview with him on 8th May 2000, he seemed unclear about whether his values have changed as a result of studying ethics. He did however feel that values 'have come to the fore', but maintained that even though he may consider CCTV may not be right, he is being paid to "sometimes leave your ethical theories at the door. You walk in and you are not allowed to have your own opinion – the corporation takes over. So whilst you have your opinions, there are certain boundaries that I know that I would not step beyond, there is a grey". He adopted a compliant perspective, that if they want to be paid, "there is not a lot that they can do about it"; "if you are a small cog in a big machine . . . you can't change things in the long term".

Appendix 7 f - Case 6 Alexandra

Alexandra was a student from the Balkans in her early 20's on the third year of the undergraduate programme BA (Hons) International Tourism and Hotel Management.

Alexandra chose to undertake a project to consider 'The ethics of using former concentration camps as tourist attractions', and she was to consider the ethics of the whole issue including how the tours were marketed. She discussed some of the subject matter when she presented her initial planner.

During a 6 week period between choosing a topic and presenting her work at a validation session, Alexandra approached a number of respondents who were more than willing to discuss the experience. The hotel manager who she interviewed referred her to a tour operator, a Pole, based in London, who was marketing these tours.

During her validation session in Week 8, she explained the basis of her research, how she came across it by chance when investigating notions of 'dark tourism'. She had a personal interest in the subject because of the war in Bosnia and the emergence of concentration camps during that time. She explained that she encountered resistance from people not wanting to talk about the topic, and had undertaken interviews with four people: a businesswoman who had been on holiday to Poland and went on a trip to a former concentration camp; a London-based Polish tour operator; a tourist consultant, based in London; and a person who had been confined to a concentration camp in Bosnia. She also conversed by email with a young German friend who had also visited a concentration camp on a visit. She also undertook a focus group for peers to discuss some of the issues emerging from her research.

She considered a number of 'critical incidents' throughout her research, and commented on the lack of concern from the German friend, who did not find the experience very interesting. On completing the project Alexandra proposed claims in terms of effectively and sensitively marketing the attractions, and came forward with some balanced perspectives, having considered the different perspectives of the people she had interviewed.

Alexandra was invited to attend an interview, which took place in May 2000. Alexandra did not consider that her values had changed as a result of taking the unit, but in she mentioned that "it just made me realise, that you know, the values I have are values for me, but not values for everybody else. They are individual, they are personal. . . . the values that you have, you are not actually aware of until you start researching . . . and I suppose doing your research like that, was kind of good because you investigated yourself".

Alexandra considered that the unit and the project was very different to her other studies: "I got very involved in the research. I mean, it wasn't just as any other assignment. It was something that . . . it was one of those that you go home and you think about it or whatever you do you still think about, because it *makes* you think . . . ?"

She felt that she was ethical in undertaking her project. She mentioned an ethical dilemma she was confronted by when interviewing the London-based Polish tour operator. He was 'sitting back'

Appendix 7 f - Case 6 Alexandra (contd.)

and unwilling and awkward in discussing the questions. He tended to avoid many of the moral questions. He did however open up when she framed the dilemmas in a hypothetical way.

Even though she wanted to get his moral views, she could not follow it push him too hard on points as she felt that she would not want to be put in the same position herself by someone.

Alexandra considered that there was a lot of hypocrisy in the University and quoted two examples of lack of integrity on the part of staff, including an example when she was incorrectly accused by a lecturer of plagiarism, and secondly where she questioned a lecturer about a colleague's marking and was told to "to just leave it". In both circumstances she expressed her anger, that there was nothing followed through in either case, and that she felt that her integrity had been undermined, but kept silent, as a consequence.

Appendix 7g -Case 7 – Kate

Kate was a fourth year Tourism Management student who was English, in her early 20s. On graduation she intended to pursue a career in public relations. For her project work, Kate decided to choose the issue of women and sexism in advertising and questioned whether the depiction of their role as well as their portrayal was fair and correct.

She articulated her values in relation to the dilemma early in the planning stage, saying that she believed that advertisers have a social responsibility to consider when creating concepts for new adverts; that if the advert is stereotyping or portraying women in a manner that may have an effect on the way in which they are treated and regarded within society as a whole, this is unfair and fundamentally unethical; and, in some cases, adverts may play some part, be it a very minor influence, in preventing women in being completely ‘immersed into a society committed to equality’.

In her final project claims focussed on the how advertising that depicts stereotypical depictions of women do not reflect contemporary ideas. That within advertising and promotional material it is common for women to be stereotyped into lives that centre on domesticities and are subordinated to men; she also considered that women are portrayed as ‘sex objects’ in some adverts and are used as visual representations to advertise the product or the service, and are subsequently degraded within society as a consequence.

Towards the end of her project she highlighted some ‘personal experiences of undertaking the research, dilemma analysis and the issue of change’.

“Personal experience contributed to this study, as I have a fear that I will be judged and will receive a status within society and the business world that will be fundamentally based on my abilities as a woman, and not as an individual with the same capabilities as the next person. I personally view exploitation of women, be it through advertising or the sex industry as something that should stop, as I feel that it would definitely be a positive step in achieving some degree of equality within society”.

Kate was invited for a focussed interview 26th May 2000. She, similar to the other student/respondents agreed to have the interview tape-recorded for the purpose of my research. Kate expressed clear views of where her values come from, namely from her father, a businessman, whom she saw as a role model. In this regard, she reflected on the importance of integrity, and related this to the learning that she experienced in the unit:

“ . . I think you have got to have a certain amount of integrity and a certain amount of personal belief and standards to build upon, . . I do think it helped, but then of course you know, you as a teacher for example, I mean, teaching ethics is very difficult, because I can imagine that when you are teaching ethics you had consider whether or not what you were saying was biased on not, and I don’t think you ever pushed any of your views onto us, which is of course essential, but to teach ethics, how do you teach ethics ? What is ethical to one person, but

Appendix 7g -Case 7 – Kate (contd)

it is upholding what is right or wrong, there is a very fine line sometimes. . .”

Kate reflected on the fact that she felt that her values had not changed as a result of studying ethics, but she considered that they had ‘broadened’. She thought that she was quite an ethical person anyway and that she had a lot of regard for other people in situations.

She claimed that she was not prepared to compromise her standards for anybody, and expressed her frustration at the lack of integrity in others.

“I am a firm believer that you have got your standards and you do not compromise them for anybody, and obviously that’s a very sort of idealistic thing to say because that might not always be possible, because you might have to compromise something, but you know it is important to me, and you know as far as possible I want to pursue that and uphold that”.

Kate expressed that the people that she worked for and the trust and happiness that derives from that is more important to her than the level of pay. She considered that people have to have some moral foundation to engage in ethical development. She expressed the futility of trying to teach people ethics, especially those that are not interested.

In relation to her understanding of integrity she considered that

“ . . in certain contexts I do think my ethical, sort of, integrity has been improved somewhat simply because I have been drawn and had to consider situations that I would not have considered in such depth, had we not covered it”.

She was able to clearly define what she considered integrity to be:

“ Integrity is your personal standard, your integrity, your personal standards, your personal beliefs whether or not you are somebody who could be trusted, if you are going to say you are going to do something but you do it, generally if you can, generally you uphold you policies, you uphold the things that you say and believe, you show that you believe in them”.

Kate related her understanding and experience of integrity to the difficult time she had with an employer on industrial placement in the third year of her degree course. She expressed her judgements about the integrity of the employer here:

“ . . I was disgusted, although I tried everything, I couldn’t cover it up, with that particular person’s behaviour and lack of ethics, couldn’t care less of what she did to people, that has really affected future decisions.”

Appendix 7g -Case 7 – Kate (contd.)

She recognised that she tended to see things in black and white, but also now saw things in

different shades of grey, and that she had to compromise on certain aspects of her values in working for others. She made the observation however that people in organisations are often trained to behave in a certain way, that is often unethical, but the employee has little choice but to comply.

Kate expressed her enthusiasm for the action research approach, which she thought she could integrate into her work. She considered the unit had offered her a useful structure to undertake the research, but also it was important to have the freedom of choice. She felt that she had undertaken critical reflection, not only on the context of her topic focus, but also on herself, and how she related to the dilemmas. She had become emotionally engaged with the topic, but she felt that she could also take a more objective view.

Appendix 8 - Dilemma Analysis (DA1) - Dilemmas emerging from and between perceptions of students in relation to learning ethics and integrity in Round 1 (Cycle 1)

Codes: A – Ambiguities; J – Judgements; P – Problems.

On the one hand . . .	But on the other . . .	CODE	PRAXIS ISSUES Considerations for change in practice
Integrity Issues			
James - blind acceptance of employer (they pay, he does). No power in this situation	He chose the unit but cannot really address the ethical and moral issues; does not and cannot put the self in the context.	DA1.01 J	Ways of 'opening up students' in a way that is unthreatening (male students especially)
Kate disgusted by the unethical behaviour of her boss on her work placement.	Covers it up and remains silent - a compromise against her values and integrity.	DA1.02 J	Use Perry/Belenky models in class to help students to understand the stages of knowing.
Kate was very assertive with a fixed view about the importance and nature of integrity.	She recognised that she has to compromise that integrity which she described as "different shades of grey"	DA1.03 J	Need to share these conflicting uses of the term integrity, and that it is not an end. Part of the integrity process is recognising your own integrity ?
Kate was wary of trusting her own instincts.	She is not prepared to compromise her standards.	DA1.04 A	Integrity is a balance between the two ?
Kate is "not prepared to compromise her standards for anyone" (talks in definites)	Recognises that she is idealistic. "I am alot more wary now of trusting my, sort of, instincts".	DA1.05 P	Those who have a fixed view of what integrity is should try to recognise the compromises and be aware of the contradictions ?
Alexandra was underconfident in her own views (values) and found it difficult to articulate values for herself.	She was very concerned about others and demonstrates courage on their behalf.	DA1.06 J	Need to get students to reflect on their own values as well as those of others.
Lars is happy to influence others.	Does not want to be made to do things by others (contra GR of ethics).	DA1.07 A	Perceived dominant role of the manager ? (male approach)
Anna and Kate always adhere to their first values, and tend to be very fixed.	. . . others more open about their change in response to addressing their own values, and can be both subjective and objective	DA1.08 A	Need to get students to temper a fixed view of integrity to a more open and balanced view ?
James, Kate and Anna seemed to be locked into dualism	. . . they did not recognise this	DA1.09 J	Get students to reflect on this as part of their project (criteria for validating their claims possibly or in class?)

Appendix 8 (contd) - Dilemma Analysis (DA1) - Dilemmas emerging from and between perceptions of students in relation to learning ethics and integrity in Round 1 (Cycle 1)

Codes: A – Ambiguities; J – Judgements; P – Problems.

Learning Issues			
On the one hand . . .	But on the other . . .	CODE	PRAXIS ISSUES Considerations for change in practice
Alexandra made ethical scenarios seem more palatable so that the respondent does not have to compromise themselves.	She is asking them to open up to very difficult, personal issues that she knows she feels very strongly against.	DA1.10 J	Consider ways of explaining this to other students especially in research ethics, and protecting the integrity of others.
Alexandra found the project stressful, and felt “powerless to do anything about the problems in the world”.	She produced some powerful work with strong balanced claims. She adopted a persistent and ethical approach in researching her ethical dilemma. She cannot see her power, although she sees her own development in learning.	DA1.11 J	Use as an example for other students. I need to be far more aware of the potential consequences of this. Get students to question ‘power’ in the relationships and in their learning of ethics
Anna claims that her values have changed.	She “always sticks to her first value”.	DA1.12 A	Confused views emerging – pushing her to question her own values, but the fixed values are dominant
Learning about the self from others	. . . some have difficulty in resolving the place of the self within the dilemma (Alexandra and Anna)	DA1.13 A	Consider ways of enabling students who always talk about the ‘other’ to consider ‘self’, and vice versa ? (to maintain the whole).
Many students talk of the empowering nature of the learning	. . . some are anxious as a result (particularly Alexandra)	DA1.14 P	Anxiety a necessary part of critical engagement with integrity.
Alexandra and James express their powerlessness to act	. . . Lars, Elizabeth and Harry felt empowered from having undertaken the project and unit	DA1.15 A	Opening up, often personal complex ethical issues, will be challenging for some. Need to develop these questions in class.

Appendix 9 - Dilemma Analysis (DA2) – Dilemmas for me in my practice and research on integrity Round 1 (Cycle 1).

Codes: A – Ambiguities; J – Judgements; P – Problems.

On the one hand . . .	But on the other . . .	CODE	PRAXIS Claim 3 Considerations for change in practice
Integrity issues			
Contradictions are emerging within individual philosophies and notions of integrity within the learning process	. . . there are also contradictions between different stakeholders in their understanding of the principle	DA2.01 A	Get students to try and relate to their own integrity in the dilemma as opposed to focussing just in the ethics. Get students to identify the contradictions themselves.
Integrity, as a principle, seems to be an important concept to many of the students	. . . it is very difficult to get a universal definition of the concept	DA2.02 P	Need to explore why integrity is so important to people Get them to articulate what integrity means to them, and then integrate into their projects when questioning their own dilemmas.
Perceptions of ethical conduct within young adults tends to be idealistic and dualistic	. . . they are not in a position of power, responsibility and experience to impact on this	DA2.03 P	Discuss dualism and questions of the power of managers.
Males students tend to focus on the context of a dilemma when talking about their own integrity	. . . female students tend to talk about themselves and their own values and care within this	DA2.04 J	Get female and male to share their perceptions
There is a resignation that you cannot change others	. . . frustration with the lack of integrity in others	DA2.05 A	Recognise the contradictory nature of others.
The teaching and questioning of notions of values, ethics and morals in relation to integrity in management is central to my approach	. . . could be considered a form of indoctrination	DA2.06 P	Make the issue about indoctrination in class explicit, and power and ownership issues.
I consider that I am a role model within the process	. . . it is not clear how or whether this is the case for the students	DA2.07 P	Ask this in the interviews ?
Integrity as process	. . . integrity is seen by many as an end	DA2.08 A	Need to separate the different definitions of integrity
Learning issues			
Some students tended to be compliant and instrumental in their work	. . . I could not unlock with in the 12 weeks of teaching the unit	DA2.09 P	Give examples of students from Round 1 when guiding on project and explain about Stage Theory.
Some students quickly understood and applied action research epistemology (Alexandra & Elizabeth)	. . . others found it very difficult or were uncomfortable with this new way of researching	DA2.10 P	Need a practical workshop on reflective practice and give examples of others people's work.

Appendix 9 (contd) - Dilemma Analysis (DA2) – Dilemmas for me in my practice and research
on integrity Round 1 (Cycle 1).

Codes: A – Ambiguities; J – Judgements; P – Problems.

On the one hand . . .	But on the other . . .	CODE	PRAXIS Considerations for change in practice
Any learning will effect change in the students	. . . I am restricting the focus to integrity to the possible exclusion of other factors	DA2.11 P	Get students to questions notions of duty and consequences as well as virtue.
I encourage the consideration and use of specific decision-making and ethics models	. . . students tend to adopt these unquestioningly, taking the lead from power of the teacher which is still dominant	DA2.12 P	Get them to develop critical skills in questioning theory and models
Validation sessions central to the development of their understanding	. . . very time consuming and often rushed for many who are disappointed with the outcome	DA2.13 P	Ensure that the participation in validation sessions is maintained and managed
Getting students to research 'real life' situations	. . . students are detached from the reality (as not yet I the management role)	DA2.14 A	Highlight the detached nature of their work but encourage collaboration. Explain safe detachment in the class.
Interviews with students is about their perception of themselves	. . . responses may well be influenced by my position as teacher and not an impartial 3 rd party	DA2.15 J	Need to balance responses with this in mind They may be authentic Need to test authenticity
Practice issues			
It is risky in opening up the 'can of worms' of the ethics of university education	. . . opening up students' perception of their own learning and integrity is central to judging ethics	DA2.16 J	Get them to question their assumptions about their education in the unit.
In teaching students from a wide variety of specialist subject areas and diversity it is difficult for me to be able to 'master' the subjects and contextualise ethics for all	. . . I can aim to 'master' the process of facilitating their learning, but do not need to master all of the contexts	DA2.17 J	Improve facilitation techniques, and use the cumulative knowledge that I am gaining from the students
Selecting samples of students or respondents is limited and biased	. . . only limited sample possible	DA2.18 A	Be aware of bias, and triangulate
I am a novice researcher	. . . I can only learn from experience	DA2.19 J	More of the same but 'reflect'
I am encouraging an open forum transferring power to students	. . . in an environment of more central control away from lecturers in the age of 'new managerialism'	DA2.20 J	Maintain consistency of the course within the programme, but allow students to be critical.
The role of teacher as researcher poses difficult ethical questions of bias and impartiality	. . . as teacher still in a position of power in the relationship with the observed	DA2.21 P	Must not abuse my position of authority and address the conflict of interest

Appendix 9 (contd) - Dilemma Analysis (DA2) – Dilemmas for me in my practice and research
on integrity Round 1 (Cycle 1).

Codes: A – Ambiguities; J – Judgements; P – Problems.

My personal 'barriers' and self questioning of the legitimacy of my research go unaddressed	. . . happy to advocate deep reflection and questioning for my students (in the teaching) but I do not challenge the things that I ignore	DA2.22 P	Need to walk the talk !
Taking risks in research and teaching in terms of opening up the affective	. . . ignorance of the consequences of my actions	DA2.23 P	Manage the risk and focus on innovation.
Initially trapped into thinking that students' definitions of integrity would give me a clear view of meaning	. . . students gave convincing views on the concept of integrity	DA2.24 J	Need to focus on the contradictions between the definitions and not take them too literally
Focus is on their own individual development	. . . but action research relies on collaboration to develop understanding.	DA2.25 P	Combine a focus on the individual and collaborative integrity through action research.
The nature of choice is central and essential in the unit	. . . the structure of the learning has to be ordered and rigid due to limited time	DA2.26 J	Need to balance between the structure for learning and ensuring that there is freedom of choice throughout their research
Gained incredible confidence throughout the teaching of the first round of the unit	. . . coincided with a deteriorating lack of confidence in my own ability to integrate the research	DA2.27 P	Need to develop reflective skills and share practice more with supervisory and wider academic audience.
I use students as guinea pigs for my own gain	. . . they and subsequent students learn from my engagement with the process	DA2.28 J	Need to be transparent about my research and encourage collaboration with the students.
It is clearly risky to deal with the 'affective' with certain students, exposing them to potential anxiety (Alexandra & Anna)	. . . other students thrive from this approach (Elizabeth & Harry)	DA2.29 J	Give them a choice, and be explicit about what I am doing in my research.
One of the aims of action research is to be open and share practice	. . . I have 'barriers' in sharing that knowledge	DA2.30 P	Need to be courageous. Let them judge the integrity of the work.
Their work is powerful and rich in context	. . . I should not be claiming that it is mine	DA2.31 P	Claim in terms of the pedagogy not their work
I offer extra help and support to some	. . . do not have the resources or inclination to help all	DA2.32 P	Need to find a way of offering reasonable help to all, and not 'cherry pick' students for my PhD.
Emphasis of academic assessment is on the cognitive development of the students' skills, understanding etc	. . . development of integrity, ethics, morals and values is about the affective and emotional engagement, often ignored in academia	DA2.33 P	Discuss this in class, and in my research.

Appendix 9 (contd) - Dilemma Analysis (DA2) – Dilemmas for me in my practice and research on integrity Round 1 (Cycle 1).

Codes: A – Ambiguities; J – Judgements; P – Problems.

I am assessing their work on an academic cognitive level	. . . I am researching the affective within their engagement with the subject matter	DA2.34 A	Recognise the dangers of coming to conclusions and oversimplifying complex issues from the written work (as I advocate in class).
I sometimes discriminate against male students due to their reticence to open up in class	. . . focus on the female students as the source of my research.	DA2.35 P	Need to encourage participation of all students in exercises, cases etc.
The unit as option as part of the course	. . . danger of just 'preaching to the converted'	DA2.36 J	Essential aspect of free will and choice. Encourage sceptics to choose the unit.

Appendix 10 - Issues emerging from Cycle 1 which could influence change strategies

a) In the classroom:

- My bias against male students (allow for learning styles of boys).
- Drop elements that do not work and are unnecessary.
- Up-to-date examples needed.
- Ethical theory integration – needs to be on a more critical level.
- Open up the lectures and be less didactic.
- Management of the workload (assessment and validations) reduce content, validation overload.
- Validation groups more reserved and I take control (need to step back because just becomes another formal assessment).
- Respect for all students and their contribution.
- Me highlighting the dangers of taking a moral stand.
- I am becoming more political finding my voice but being aware of bias.
- Manage the last 3 weeks.
- Consolidation session (week 9) as a result of limited mention of AR in the students projects.
- Encouraging more theory creation.
- Not taking into account learning styles.
- Making it too easy for students to pass.
- Exposing students to emotional stress.
- Making too much of the importance of the learning of ethics in the business and management context.
- Assumption that students really think this module is important (before they get their grade).
- Oversimplification of formative feedback.
- Putting the moral into a business setting.
- The duty of care of students as ethical researchers.
- Closure in dealing with potentially difficult situations (Ethical theory).
- Not providing adequate feedback (formative or summative).
- Opening the gates to ethics, once through the door always question.

b) In my research:

- My emerging understanding of integrity in practice (integrity as process Think-Say-Do).
- My research and approach is helping me gain confidence in my role as teachers of ethics.
- The reciprocal nature of learning and a deeper understanding of dynamics in the classroom.
- Growing awareness of stage theory aware of literature of Perry, Belenky et al and Baxter Magolda.
- Importance of the emerging 'voice' for the students.
- Limitations of approach and importance of research overestimated.
- Transition of my understanding as teacher/researcher and my emerging competency.
- Learning from other approaches
- Move from 'expert' to student-centred.
- More confident with ethical theory
- Emerging identity as a teacher of ethics
- Keeping the momentum of the research going.
- The right of me to question their integrity.
- How to develop students through the teaching of ethics.
- My resistance to sharing my practice.
- Excluding myself from organisational responsibility (an outsider within ?)
- Dangers of talking about and promoting integrity as a virtue

Appendix 10 (contd) - Issues emerging from Cycle 1 which could influence change strategies

- Using students work as my work.
- Teacher/researcher conflict.
- Students have to be more critical.
- Emerging voice of the students.
- Sacrificing other teaching time for this unit.
- Playing with young people's values ?
- Giving priority to the 'good' students for my own gains.
- My own negative attitude towards business (making ethics a priority because of my own agenda).
- Testing others' integrity.
- Real duty of care ?
- Stereotyping men into the control/power category, women into the care/responsibility category.
- With international students being unaware of the conflicts I am putting them through.
- Making too many assumptions about students, their abilities and conviction.
- Blind adoption of AR without really exploring a deeper understanding.
- Assuming that students have a choice in not participating in my research because I have asked them (do they really know what they are letting themselves in for, taping etc).
- Identify the risks that I am putting students under (Alexandra).

Appendix 11 - Consideration for changes in practice in Round 2 (Cycle 2)

I need to find ways of ‘opening up students’ in a way that is unthreatening, particularly for some of the male students who seem to find it difficult to articulate their personal opinions and perceptions in class.
Consider ways of explaining how researchers should manage the ethics of their research, especially in relation to dealing with and retaining the integrity of respondents.
Students seem to exhibit complex variations in relation to identifiable the ‘stages’ in their learning. These stages can be considered through the work of writers such as Perry, Belenky and Baxter Magolda.
The students are exhibiting ethical practice and integrity in their research in what are often anxious and stressful situations. I need to make the students far more aware of the potential consequences of this.
There are emerging contradictions in what the students are saying about their perceived ‘powerlessness’ in resolving dilemmas, yet at the same time getting them to recognise the ‘power’ within the work that they are doing. Get students to question ‘power’ in the relationships and in their learning of ethics.
I need to focus work more on their own conflicts in values, as opposed to notions of trying to change culture. I also need to be more explicit to set boundaries for students to work safely in.
I need to share these conflicting use of the term integrity, and that it is not an end. Part of the integrity process is recognising your own integrity, as opposed to imposing a ‘rules-based’ notion of integrity.
Need to get students to reflect on the importance of their own values in addition to those of others.
Inform students about notions of the ‘stages’, and that they can still be stuck in notions of dualism, without recognising ways of developing to higher levels.
Use examples of the strength exhibited by students in the way that they live with compromise and contradictions.
Confused views emerging about whether values can or cannot be changed. It would be useful to address this question in the classroom.
I need to raise the question of the legitimacy of doing this type of engagement with values and ethics in the classroom with students.
I need to address the perceived dominant role of the manager and how this role needs to be considered in terms of the integrity of the individual.
I can share the concept that there are inner and outer values that need exploring (refer to emerging model Appendix 20)
Those who have a fixed view of what integrity is should try to recognise the contradictions that this causes.

Appendix 12 - Rounds 2 & 3 student project topics (Cycle 2)

Appendix 12a - Round Two of Teaching Ethical Management 2000/2001

Name	Group	Subject
1.	HM	Style discrimination - "Are today's employers in the hotel industry hiring staff based on how applicants look?"
2.	HM	Smoking or non-smoking in restaurants and public areas of hotels - an ethical study.
3.	HM	The internal perception of the female manager within the hospitality industry.
4.	TM	The ethics of holidays.
5.	TM	The impact of holiday brochure imagery on tourists and society.
6.	HM	Conservation - why care?
7.	HM	Women managers in the hotel industry.
8.	HM	Is it ethical the impact that tourism has had on Cuban society?
9.	HM	The use of management power in the hospitality industry.
10.	TM	Frequent flyer fraud - a practical investigation into the use and misuse of frequent flyer points accrued from business travel.
11.	ITHM	'Airsick' - Responsibility in informing travellers of health risks.
12.	TM	Discrimination of English football supporters abroad.
13.	Exchange	The unethical behaviour of the Hospitality Industry
14.	Exchange	The discrimination of women in the labour world
15.	TM	The ethics of sex tourism in Kenya.
16.	ITHM	Ethical management in hotel operations
17.	TM	Are the ruins of Machu Pichu in Peru being ethical managed?
18.	TM	Postponed unit to next year
19.	TM	The impact of skiing on the environment.
20.	HM	Tourism and religion
21.	TM	An investigation into the unfair and unethical treatment of eastern European employees in a central London hotel.
22.	HM	A study of Caribbean Tourism and coastal degradation.
23.	HM	The ethics of casinos in Northern Cyprus.
24.	HM	Business ethics.
25.	TM	The presentation and interpretation of the Holocaust.
26.	HM	The neglect of Afro-Caribbean entrepreneurship in the restaurant sector.
27.	HM	Late submission (lost project)
28.	HM	The ethics of advertising.
29.	TM	Is tourism the friend or the enemy of Cyprus?
30.	TM	The ethical issues of staffing levels in travel agencies.
31.	HM	The perception of part-time workers within the hotel as a valued member of staff.
32.	ITHM	Conduct and power of managers in the hospitality industry.
33.	ITHM	The ethics of scuba diving tourism & coral reefs
34.	TM	Women in management and glass ceilings.
35.	HM	The promises which do not match the delivery.
36.	HM	Is it ethical to pay students on work placements less, when they are covering a full-time position?
37.	ITHM	Using eco-tourism as a marketing tool - Is it ethical?
38.	HM	'Management by shouting' - is this ethical?
39.	HM	An investigation into is it ethical to have a gender pay gap?

Appendix 12 - Rounds 2 & 3 student project topics (Cycle 2)

Appendix 12b - Round Three of Teaching Ethical Management 2001/2002

Name	Group	Subject
1.	TM	Monitoring internet usage in the workplace - is it ethically right ?
2.	ITHM	The ethics of absenteeism in hotels.
3.	ITHM	Discrimination against women in Croatia.
4.	TM	Are staff values in the workplace ?
5.	TM	Safari & wildlife tourism management in Kenya
6.	ITHM	Racial discrimination in the hospitality industry.
7.	TM	Glass ceiling for women.
8.	HM	The ethics of overworking in the hotel industry.
9.	HM	An investigation into the ethics of the McDonalds Corporation
10.	TM	The ethics of selling in travel agents.
11.	HM	Employing women - pregnancy issues.
12.	Exchange	The ethics of tourism in dictatorial countries. A special case: Myanmar.
13.	TM	The ethics of selling by travel agents.
14.	HM	The ethics of smoking in a work environment.
15.	ITHM	The ethics of employee reward schemes.
16.	TM	The case of Heathrow Terminal 5.
17.	ITHM	Employee selection in hotels - The Greek style.
18.	TM	Discrimination against appearance on the recruitment process in the airline industry.
19.	TM	Employment of illegal immigrants.
20.	HM	The ethical dilemmas faced by eco-tourism destinations.
21.	HM	Stress amongst housekeepers.
22.	ITHM	The ethics of CCTV systems.
23.	TM	The employment of people with disabilities.
24.	TM	Eco-tourism - an exploration of markets
25.	TM	The ethics of 24 hour licensing laws.
26.	HM	Sexual harassment in the hotel industry
27.	ITHM	Child Sex Tourism.
28.	HM	Avoidance of deceptions in advertising.
29.	TM	The ethics of mystery shoppers.
30.	TM	Turning ground zero into a tourist attraction !
31.	HM	Women managers within the hospitality industry.
32.	TM	Is it ethical for an employee to lie to customers on behalf of the company ?
33.	TM	Discrimination faced by women at work.
34.	HM	Pregnancy in working management.
35.	TM	Honesty and integrity - the acceptance of gifts in the workplace.
36.	HM	Green issues
37.	HM	Exploiting illegal immigrants.
38.	TM	Price discrimination in the scheduled airline industry

Ethical Management

This questionnaire relates to a study that I am undertaking as part of a PhD in Education. I am researching issues relating to the development of students integrity through the learning of ethical management.

The questionnaire is in two parts. It should take you around 25 minutes to complete. All information that you provide will be kept in the strictest confidence. Please do not feel obliged to answer any of the questions.

When answering the questions please be as detailed as possible. At the end of this questionnaire you will be invited to attend a further interview to discuss your responses in more detail.

Many thanks for your participation in this research.

Guy Bohane (9.5.01)

Ethical Management

PART 1

1. How, (if at all), have your values changed as a result of studying ethics ?

2. What has the learning of ethical management meant to you personally ?

3. What aspects of the learning did you find difficult ?

4. What motivates you to be ethical ?

Ethical Management

PART 1

5. How were you ethical in undertaking your project ?

6. What has it meant to you in participating in other people's research ?

7. In what ways do you consider that learning ethics makes you ethical (if at all ?)

8. Do you consider this approach to learning is successful / unsuccessful ?

PART 2

Ethical Integrity

Write a short summary of what you consider ethical integrity to be. Consider the characteristics of people who are significant to you in your life who you may consider to have integrity (parents, partners, friends, colleagues, teachers, people you have interviewed for your project etc)

Appendix 13(contd.) - Integrity Questionnaire – Round 2 (Cycle 2)

Management and Ethical Integrity

- To what extent (if at all) does the compromising of integrity play a part in the dilemma or problem you were investigating?

- To what extent do you consider integrity to be important in others ?

- In studying and researching an ethical concern, in what ways, if any, has this had an impact on your personal and professional integrity ?

Appendix 13(contd.) - Integrity Questionnaire – Round 2 (Cycle 2)

Research interviews

If you would be prepared to be interviewed to discuss these points in more detail during May/June, please sign your name and leave a telephone number where I can contact you.

Name _____

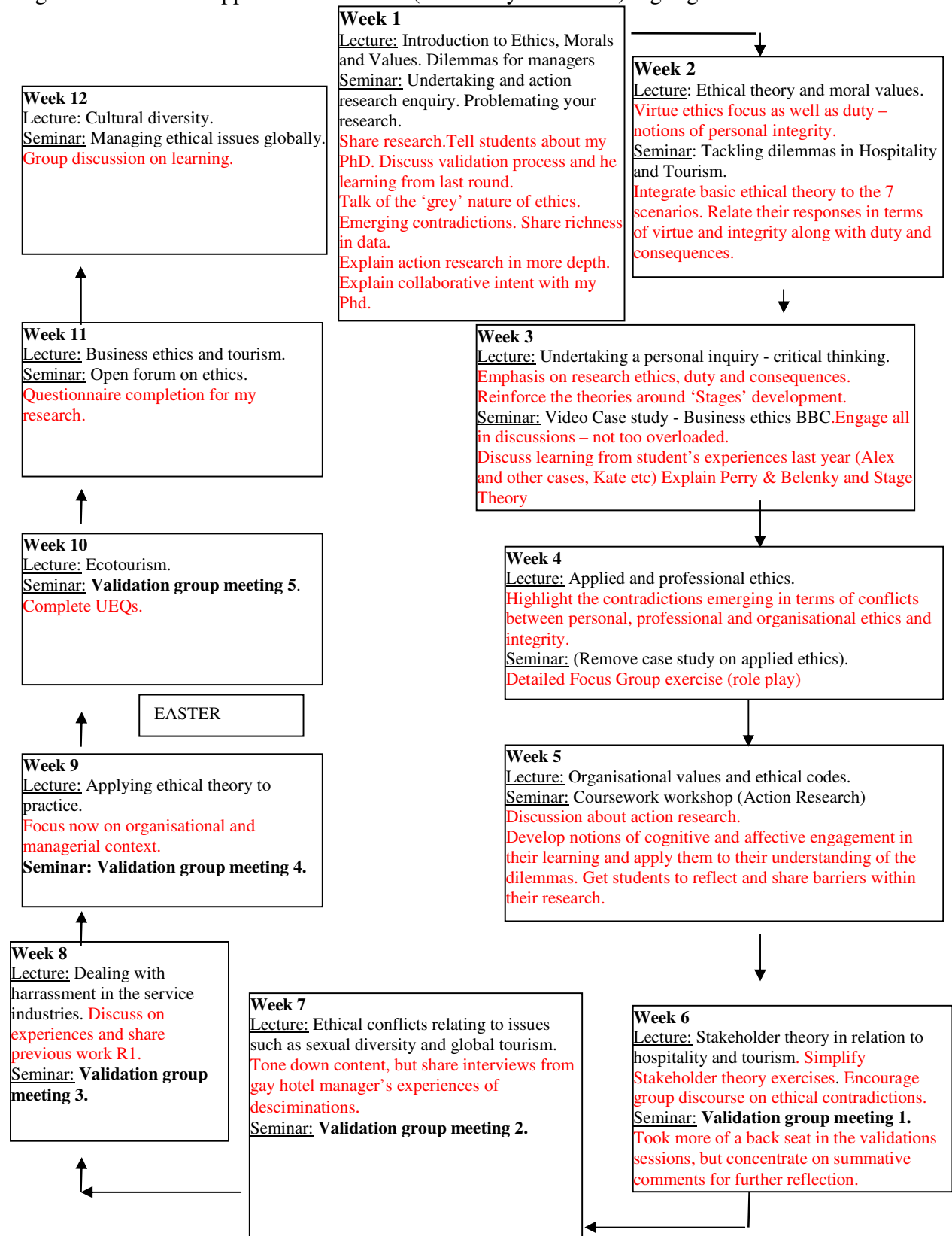
Contact telephone _____

Many thanks for your help.

Guy Bohane 9.5.01

Appendix 14 - Teaching Model for Round 2 (Cycle 2)

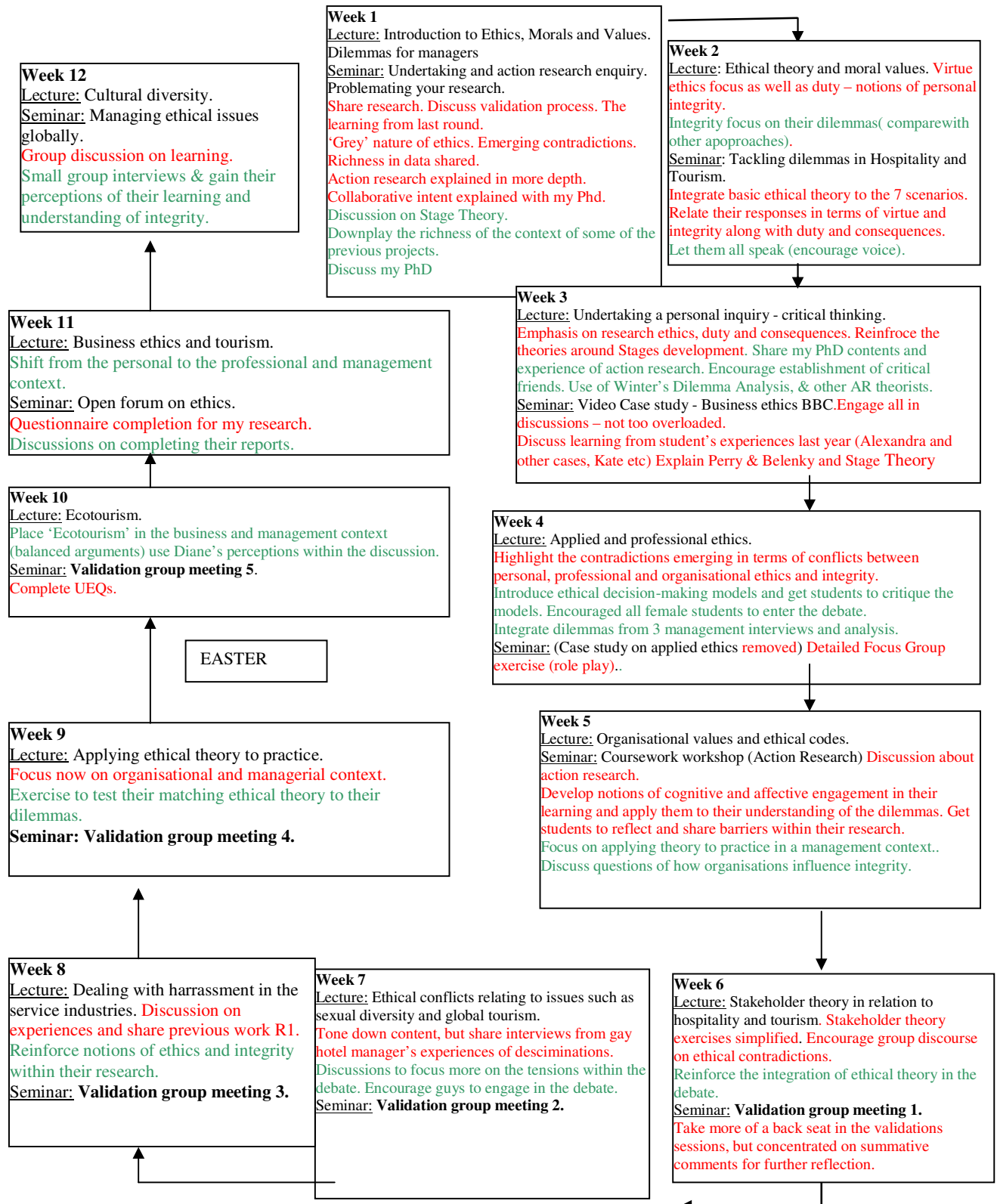
Changes to content and approach in Round 2 (Feb - May 2000/2001) highlighted in **RED**



Appendix 15 - Teaching Model for Round 3 (Cycle 2)

Changes to content and approach in Round 3 (Feb - May2001/2002) highlighted in **SEA GREEN**.

Teaching model for Ethical Management in Hospitality and Tourism



Appendix 16 (a-c) - Round 2 Case Study summaries

Case Study 1 – Heidi. Heidi was a German, Tourism Management student in her early 20s. She decided to investigate ‘Sex Tourism in Kenya’. Her planning proposal in Week 2 focussed on the effect that sex tourism in Kenya has had on local society. The reason for choosing the subject was because, when growing up in Kenya she noticed white males paid young black women to spend time with them. She felt strongly that this practice was unethical. She observed that prostitution was frequent, yet frowned upon, both by the hotel managers and by the expatriate population. (For the full case study refer: Appendix 16a)

As a result of the learning:

- Changed her views completely as a result of the project.
- Now has a ‘deeper’ understanding of the complexity of the issues.
- Expressed ‘anger and helplessness’ at the findings.
- Found that the unit had the most impact on her personally, and that she now stands up for what she believes in.
- “It really made me think”, and expressed it in terms of ‘small thinking’.

Case Study 2 – Diane. Diane was English, and a Tourism Management student. For her ethical management project she decided to investigate ‘Frequent Flyer Fraud: A practical and theoretical investigation into the use and misuse of frequent flyer points accrued from business travel’. Her planning sheet in Week 2 explored the issues around the system of bonuses for frequent flyers and who should receive the benefit of the bonuses. It considered the subsequent consequences of fraud and theft that the system encouraged. (For the full case study refer: Appendix 16b)

As a result of the learning:

- Like the freedom to form her own opinion and control the progress of the study.
- The honesty and integrity of employers and employees was paramount.
- Far more ‘conscious’ of the ethics on a conscious and sub-conscious level.
- She now has more understanding of how they thinks.

Case Study 3 – Sita . Sita, a British tourism management student in her early 20’s, decided to research ‘Honesty and integrity . . the acceptance of gifts in the workplace’. Her concern stemmed from firstly, a belief that the “core of good business ethics can only be achieved through the honesty and integrity of each and every individual within the entity”; and secondly, through personal experience of being offered gifts in her workplace. (For the full case study refer: Appendix 16c)

As a result of the learning:

- She considered that you cannot tell someone to have integrity . . “it comes from within”.
- If you consider the right answer inside, you have no guilty conscience.
- She felt ‘happy’ about the issue of personal integrity. “I was being ethical with myself” at an important period in her life.

Appendix 16a Student Case Study, Heidi – (Case Study 8)

Heidi was a German, Tourism Management student in her early 20s. She decided to investigate 'Sex Tourism in Kenya'. Her planning proposal in Week 2 focussed on the effect that sex tourism in Kenya has had on local society. The reason for choosing the subject was because, when growing up in Kenya she noticed white males paid young black women to spend time with them. She felt strongly that this practice was unethical. She observed that prostitution was frequent, yet frowned upon, both by the hotel managers and by the expatriate population.

In order to research the dilemma, she intended to look at other studies on sex tourism by the UN, to interview prostitutes, and undertake focus groups with Kenyan students. She wanted to establish whether sex tourism is seen as unethical by the local population, or only by her society.

Heidi gave her validation session in Week 6 to an audience of 8 peers and me as formal assessor and set her own criteria for assessment around the following criteria: Have I explained the complexity of the issues clearly? Have I identified all of the stakeholders and explained their roles? Have I applied the Golden Rule of Ethics? Are the suggested solutions reasonable and valid?

In her validation she identified the problems with mass tourism in Kenya since the 1970's and claimed that according to estimates 50% of males travelling to Kenya admit to being sex tourists. She also identified the worsening social issues around the spread of HIV, widening cultural and racial gaps, worsening dependency on tourism, the impact on the indigenous Muslim population as well as other social and cultural issues. On a personal level, she admitted that she had had racist views on her part regarding mixed-race couples. She claimed that she had changed her views completely whilst still regarding the issue of race as the major impact of sex tourism, and therefore condemning it. She explained that the aim of the research was to gain a better understanding of the complexity of the issue, particularly of the reasons behind the sex tourism. She wanted to establish what the individual could do to alleviate the problem.

The validation groups questioned her about her research so far, and gave her some suggestions on how she should move her work further. The validation groups agreed that she had met her own criteria.

Her final written project submitted in Week 12, (May 2001) included a more in-depth exploration of the subject and issues highlighted in the validation session. She was able to include an in-depth exploration of the issues using secondary and primary data. She included a Stakeholder Map to explain the complexity of the issues, and she explained that she changes her concern in view of her recognition of the deeper understanding of the complexity of the issues. She found approaching prostitutes very difficult due to them being suspicious of her research. She explained she had to rely on secondary research to inform her project. She also

Appendix 16a Student Case Studies, Heidi – (Case Study 8 contd.)

talked of her initial ‘anger’ and ‘helplessness’ from the findings of her research. She shifted however, from a position that prostitution should be abolished, to a more moderate view following discussions with critical friends, and conducting two focus groups with black and white Kenyans. The remainder of the project focussed more on child prostitution and ways of tackling it in Kenya.

In her conclusion, she explained that she is still concerned and sad about the problem of sex tourism, but admits that she has accepted that it is an issue that cannot be eradicated, but she also considers that she no longer looks down on the women, as she has a better understanding as to why they get involved in the prostitution. She passes the responsibility over to the men involved, but also recognises her bias.

She was invited to attend an interview a week prior to her submitting her report and these are the key issues to emerge from the interview.

Heidi considered that she was now far more aware of ethics and its importance and that she now questions the ‘status quo’. “I think, does it have to be like that or can’t we change things”. She now questions the conduct and ethics of others and evaluates things more. She does however consider that her values have stayed the same.

She considers that “. . . I am more aware of things. This unit is actually one of the units that has most impact on me personally”, because she questions the moral in situations. “I think that this is one of the most interesting things that I have done during that time because it really made me think . . . I really got into the ‘small thinking’, that I listened to things and then formed my own opinion, and put my opinion forward, whilst before in lectures you would just sit there and take notes . . . but you don’t really evaluate or try to find your own opinion”. She saw it as an evolving and growing process, of considering others’ opinions, but the process of feeling right about those opinions was important, “. . . and probably in my inner sub-conscious a lot was going on, which I didn’t realise, and suddenly it was ‘oh, yea, that makes sense !’.

By attending other validation sessions she felt that of being involved and talking in these sessions she started to question herself through other people’s work. In her own research, she tried to get opinions from different sides in the dilemmas. She said that she questioned why she thought about things in the ways that she did, and that she would question her own stereotyping. Her research partly confirmed why she was biased, but said that she still had not fully resolved the dilemma.

In relation to her own project work she found the prospect of organising focus groups difficult, but once started, she recognised that it needed managing, but also she recognised that this approach was different.

Appendix 16a Student Case Studies, Heidi – (Case Study 8 contd.)

When asked what motivates her to be ethical, she considers that it is a matter of looking in a “mirror”, and “liking what I see”, it is about feeling good about what she does, and if questioned about her opinion, she can stand up for what she believes in. When asked whether

Appendix 16a Student Case Studies, Heidi – (Case Study 8 contd.)

she considered that learning ethics makes her more ethical, she felt that she would now think twice about the situation. She would initially question her values, and asks why she is responding positively or negatively, and then she would question her thinking behind her response.

When asked about the placement of *Ethical Management* in the curriculum, she considered that ethical issues could be integrated into the second year of study as she would have liked to question the ethics of what lecturers said at the time. When asked later whether the university had been ethical in the way that it had offered her an education, she saw the lecturers and students as a separate entity to the University. “We are here to make the University money. I don’t get the impression that it is really all about learning here”. She questions the support offered by the university to lecturers and students.

She talked of just trying to work her way through the course and not to get too angry about it, and make the most of it, “. . . as I will only stand in my own way . . . if I start trying to change things”.

Appendix 16b -Student Case Studies, Diane (Case Study 9)

Diane was English, and a Tourism Management student. For her ethical management project she decided to investigate 'Frequent Flyer Fraud: A practical and theoretical investigation into the use and misuse of frequent flyer points accrued from business travel'. Her planning sheet in Week 2 explored the issues around the system of bonuses for frequent flyers and who should receive the benefit of the bonuses. It considered the subsequent consequences of fraud and theft that the system encouraged. I provided her with feedback on her plans suggesting that she should consider this from a perspective of the relationship between employers and employees. I also encouraged her to put herself and her values in the equation, and how she would manage it as an employer.

Her validation session on 27th March focused on three scenarios in relation to the fraudulent misuse of the frequent flier points. The scenarios questioned the judgements of the actors in all three. She explored the wide complexity of the issues from different perspectives. She set 8 criteria by which she wanted the validation to be assessed. I assessed the academic outcomes. All of the criteria had been met to the peer group's satisfaction.

Her report explained the dilemmas in depth and she integrated theory on action research and outlined research methodology in detail. She contended that "action research provokes a more rational approach to study, allowing the researcher the freedom to form their own opinions and to control the progress of the study". She did highlight, however, that the project was too unstructured and the level of control was daunting. She integrated ethical theory into the scenarios and adopted the Golden Rule of Ethics to the dilemma, and also applied some ethical theory models to the dilemmas. Her initial claims centred on: ownership of the points should be with the employer; responsibility of who receives the points was down to the employer; honesty and integrity of the relationship between the employer and the employee was paramount; and the ambiguities from running this sort of scheme caused problems in terms of awareness of the dilemmas. She concluded by explaining that the most important aspects of the claims appears to be the communication and understanding of the travel management policy, as well as the stability of the relationships between employer and employees.

Diane was interviewed in her new place of work after graduation. She considered that she had become far more conscious of ethics, "they were there before, but they have become far more permanent. I think about them all the time now . . . I recognise myself thinking about it more now . . . I am more conscious of the decision, in what I am doing . . . so I have got more understanding of how I think". In getting involved in other people's work and validations she felt that she was 'helping' by contributing by being 'part of it'.

She explained how she has been become far more discerning about what she bought in terms of the ethics of the producer. She had gone onto websites to get more information about corporations and had changed her buying patterns as a result. She seemed to be making a moral stand and statement about her values and beliefs. She talked of how it makes her feel 'good . . . in making a small step in doing the right thing". When asked what the right thing is, she responded by quoting the Golden Rule "Treating people the right way; being treated as

Appendix 16b – Student Case Studies, Diane (Case Study 9 contd)

you would want to be treated, making sure everything is fair. That no-one is losing out”. She reflected that it was ‘funny’ that this was what she studied this theory for her project and it was now her philosophy, and “it seems to be that is the way now that I am kind of thinking”.

I questioned her about her response in the questionnaire, that she now has a greater understanding of decision-making and responsibility. She reflected by saying that she had a greater understanding of the consequences of what she does, “I believe that this has made me view personal and professional decisions differently”. “I force myself into decisions that I would rather not take, in a professional sense, in the ‘game’ that we are in”.

She considered that the ‘game of business’ should be “give people the best deal”, but she mentioned the dilemma that “you do what’s best for the company first” because you are working for them”. She discussed that this compromise was a problem with her employers, but felt that it made it easier by being open about it. She dealt with the dilemma with clients by being open, weighing up the benefits and disadvantages of holiday packages to build trust with them. She did feel ironically that it was being a bit underhand to her employer by doing it this way, but reaffirms that “I have never lied”, and that again makes her “feel good”. She considers that “I don’t think that I would last very long in sales . . because the values would get in the way. There are values there that aren’t going to be overcome”.

As with her comments in her project, she found difficulty in the amount of freedom given within the project. “I was a bit scared, it was new and I was unsure of the unknown. I didn’t have anything to compare it with”. She was involved in the in-depth discussions around other people’s work and dilemmas that they were exploring and but found it difficult to restrain her emotions at times, on ethical topics.

She explained that she found it difficult to get a topic that was as meaningful as the example that I gave in my ‘taster’, the death of a Japanese father due to overwork. “It really stuck me. There is nothing that is half as horrible as that has happened to me. I got quite passionate about it and it really annoyed me”. “I know that it sounds horrible, but I would like to have had some personal experience that I could put more feeling into, although that might have made it a bit too biased”.

In response to the question ‘what motivates you to be ethical’, she considers that it was her “conscience, the feeling to do the right thing . . so that I feel comfortable with my responsibility and my decision of what I have done to other people”. In relation to the ethics within her conducting research, when she suspected hesitancy on the part of a respondent, she would reinforce the assurance about confidentiality. When asked about how she responded to attitudes that were opposed to her own she, interestingly said that her opinions would often change as well as a consequence. She empathised with her respondents “I would probably have done the same in their situation”.

Appendix 16b -Student Case Studies, Diane (Case Study 9 contd.)

When asked in what ways did she consider learning ethics made her more ethical, she explained that it made her more aware of ethics. “I wouldn’t be able to tell you what my own

ethics would be beforehand”, “. . . from the sub-conscious . . .to the conscious”; she reflects on how others “just don’t think, they just do”. She considered that she would now consider ethical problems from her own values first, but importantly getting other people’s opinions as well, that she would take more time in reflecting and thinking about the issues. She considers that this approach to learning ethics is very successful – “It really makes you think – everything has changed for me . . . it has helped to carry that on to everyday life, probably forever”. “It makes you aware of your values, you can’t ignore them . . . I can’t not think about it”. Learning ethical management “makes you find out what you don’t want to do . . . it points you in the right direction”.

In her work now as a travel consultant she explained that reputation was everything, particularly in relation to customer service, quality and value and it is communicated through word-of-mouth. She felt that it was important that it should be the client who makes their own decision about products, regardless of the pressure to sell them products that they may not want. When asked what reaction her employers have to this she said that she had spoken to them about it, and their reaction was that ‘I have just got to play the game, and think of the money’, “but money is not what I am really interested in”.

In response to the question about whether her colleagues ethical standpoint was in tune with hers, she showed great faith in them “I don’t think that people will ever lie”, however she explains that “I don’t talk to people about it because I think that makes you seem a bit weak”.

When questioned about how she dealt with dilemmas which conflict with her personal integrity at work, she explains that: “. . . with difficulty. I try to kind of make them easier by going round them in another way, without having to compromise any of my own values. . . by not lying. I would rather take the wrath of the customer than lie . . . honesty goes a long way towards people’s perception of you”.

She sees the university as ‘money-driven’, although sees a distinction between the lecturers and the university as separate.

Appendix 16c Student Case Studies, Sita – (Case Study 10)

Sita, a British tourism management student in her early 20's, decided to research 'Honesty and integrity . . the acceptance of gifts in the workplace'. Her concern stemmed from firstly, a belief that the "core of good business ethics can only be achieved through the honesty and integrity of each and every individual within the entity"; and secondly, through personal experience of being offered gifts in her workplace.

Sita found the experience of researching the project very interesting but difficult, and approached me on several occasions by email, outside the classroom, to raise her concerns about the subject matter and how to approach her study. The support given in February, focussed on getting her to explore ways of considering the ethics of the dilemma in her workplace, a government-run tourism organisation. She exhibited real interest in the subject matter, and her intellectual engagement was engaged and critical, however in mid-March she seemed to be lacking in confidence of how to do the project properly, wanting reassurance and guidance on making claims, and how to develop the validation meeting.

In mid-April, she undertook her validation session and set four 'judging criteria' for her session based on: "the research context has been explained; the research process has been transparent; demonstrated your own values in practice; ethical principles have been developed and applied".

The validation session included a combination of academic exploration of virtue ethics in the context of business, as well as a personal engagement with her values and her own personal integrity in relation to the critical issues. She integrated Hall's (1992) 5 point test for ethics to the dilemmas and explored the dilemma in the context of organisations and related it to the development of codes of ethics. She focussed on the consequences of the acceptance of gifts, and she explored the duty of employees in this regard. She explained how she attempted to research the concern with an employee at her workplace, but permission to undertake the interview was refused by a manager. She therefore decided to test her concern and claims with a small focus group to develop her understanding.

The validation group were very impressed with her work and gave suggestions forward how she could develop the project. There felt that she should consider the contradictions stemming from a personal conflict between personal and organisational values within the concern, of the link between personal integrity and reputation, the problems associated with imposing codes of ethics and the subsequent problems in the relationship between those writing the code and the lack of guidance of how a code could be implemented. I suggested that she should also bring herself back into the equation and question her integrity and the dangers of 'making a stand' in line with keeping her values. The validation was productive on an intellectual level, that she was able to voice her concerns around the dilemmas, being able to develop a convincing perspective from both an objective and subjective level, integrating her values into the argument.

Her subsequent report she was able to draw in a wide range of sources to explain the dilemma, and made a set of claims around three basic ethical principles of integrity, fairness

16c Student Case Studies, Sita – (Case Study 10) (contd)

and honesty as a foundation for resolving the dilemma. She identified the consequences of the lack Appendix of virtue within the dilemma and passed the responsibility on to both the employer as well as the employee to apply integrity. She could not see a set solutions to the problem, as “you cannot tell someone to be honest . . . to have integrity, as I believe that this comes from within the individual”. However, she indicated that it is possible to set up an environment in which these issues can be tackled more openly.

I interviewed Sita after graduation when she was in her workplace in October of that year. I asked her the same set of question as Diane & Heidi (Appendix 4)

Sita felt that her values had not changed as a result of undertaking her project work and the unit, but were much clearer. She felt that she was much more aware of the ethics, especially in the early email discussions with me. She felt that writing the project was more than an academic exercise, and that it was writing about what you think as well as what you feel. “We began to think about what we believed in. Even in our spare time, we were always talking about it”. She felt that she learnt from reading, which she did more for this than her Honours Project. She felt that she got caught up by the project, that her learning had ‘expanded’, that it became an issue of personal integrity for her, particularly in the way that she thought about others. She felt ‘happy’ about herself.

When asked about what motivates her to be ethical she replied “when you see others being unethical, then it triggers”. It makes you question yourself in that situation. In writing her project she felt that she was being ethical because “I wrote what I believe”, and “I was being ethical with myself”. “The ethics unit really makes you stop, to take time out, and really think in an important period of your life”. With regard to being involved in other people’s research, she felt that she was sharing her own research to help others, and she always related others work back to her own. She felt however that there were limitations with the stakeholder approach.

In relation to the ethics of the university, she questioned the fairness of poor communication and management, particularly for the overseas students. For her, there were no real issues, “I have achieved what I wanted to achieve”.

In tackling ethical dilemmas, now having completed the unit, she was pragmatic in her approach: “If I notice a problem, I get advice from a third party. I stop and think. I try to get my concern heard, since it is usually about another person. It gets down to basics, and picking out how that person behaves, and if you feel that it is right inside, you have no guilty conscience”.

Appendix 17 - Dilemma Analysis (DA3) – Further emerging dilemmas from and between students’ perceptions about learning and integrity in Rounds 2 & 3.

Codes: A – Ambiguities; J – Judgements; P – Problems.

On the one hand . . .	But on the other . . .	CODE	PRAXIS Considerations for change in practice
Integrity issues			
The contradiction for Diane was that she is now expected to compromise her integrity by lying on behalf of the company.	She adopts a strategy of using integrity (honesty) to remedy to contradiction. She would ‘never lie’.	DA3.01 J	Apply virtue in scenarios to resolve the dilemmas. Use this example.
Diane does not think that colleagues would lie.	Too reserved to openly discuss this with colleagues	DA3.02 P	Naïve faith ? Apply courage.
Diane says that doing the best for her company is of primary importance.	Her values “come first”.	DA3.03 A	Similar to my dilemma of being a professional in a university.
Diane adopted a utilitarian approach in wanting to “do the best for all”.	She “comes first”.	DA3.04 A	Mixed teleological philosophies. Egoism v’s Utilitarianism. Good example for class.
Integrity is about integration of the self	. . . ethics is predominantly about the ‘other’	DA3.05 J	Get students to balance question the place of the ‘self’ in the context
Learning issues			
Students in Rounds 2 & 3 were more confident in taking an objective standpoint about the issues and dilemmas	. . . some of the ‘passionate’ engagement that students displayed in Round 1 does not appear to be so evident.	DA3.06 P	Ensure that they take ownership of their dilemmas.
Integration of the theories and principles of developmental psychology in the learning is confusing to some students	. . . the more alert students recognise their own learning and development in relation to the theory	DA3.07 J	Get students to explore the meaning of knowledge and their part in creating knowledge.
Practice issues			
The opening-up of the lectures to debate is positive in students engagement	. . . not enough time to cover the syllabus and methodological input	DA3.08 P	Consider alternatives to ensure full participation but also offer the ‘knowledge’ to support their study

Appendix 18 - Dilemma Analysis (DA4) – Further dilemmas for me in my practice and understanding of integrity in practice in Rounds 2 & 3 (Cycle 2).

Codes: A – Ambiguities; J – Judgements; P – Problems.

On the one hand . . .	But on the other . . .	CODE	PRAXIS Considerations for change in practice
Integrity issues			
My acceptance of others notions of integrity without question	. . .realisation of this highlights many of the problems of conceptualising integrity	DA4.01 J	Need to be more critical in research
Tendency for me to ‘cherry pick’ anecdotal examples of other students’ work to promote my work to students and peers	. . . students are a little intimidated by the ‘powerful’ work of previous students	DA4.02 P	Need to temper the more interesting and dramatic topics with the more straightforward management ethics dilemmas
I am still exposing students to the risks of questioning ethics and integrity, and there is the issue of unintended consequences	. . . students are able to make their own choices about the integrity and how they are going to engage in the future	DA4.03 P	Explain the consequences of questioning ethics in organisations, and undertake more case work on whistleblowing.
The students are still being idealistic in their perceptions of resolutions of dilemmas	. . .no way of knowing how they would act when they become employed	DA4.04 A	Consider widening research with students after graduation
Learning issues			
Validations take up too much time	. . . it is one of the most important learning experiences	DA4.05 J	Need to balance and manage the time
Emerging awareness of the Stages that students are at in relation to integrity and their learning	. . . difficulty in using this knowledge to explain and answer research questions	DA4.06 J	Get them to identify their stage
There are still dangers in getting students to question ethics, and putting the moral into business settings	. . . students are able to propose important claims from their work	DA4.07 J	Address ethics and dangers early on by using examples
Still not providing adequate summative feedback	. . . students have already taken ownership	DA4.08 J	Make sure they receive final feedback.
Making it too easy for students to pass because of the conflict of interest of them being active participants in my research	. . . they undertake rigorous reflective work	DA4.09 J	Do not be so hard on myself – the moderator and Externals Examiners are happy with the quality of their work and my assessment. Ensure that the students are not in a position of a conflict of interest (e.g that their participation could influence their grade).

Appendix 18 (contd) - Dilemma Analysis (DA4) – Further dilemmas for me in my practice and understanding of integrity in practice in Rounds 2 & 3 (Cycle 2).

Codes: A – Ambiguities; J – Judgements; P – Problems.

Attendance is becoming more fragmented as compared to Round 1	. . . students appear to be meeting the learning outcomes	DA4.10 P	Attendance may be as a result of other factors other than the learning (timetabling etc)
More humour in the classroom	. . . danger that I am beginning to just 'entertain students'	DA4.11 P	Balance the serious with the humorous.
Practice issues			
Over-laden with work for this unit	. . . part of my PhD	DA4.12 A	Be aware and open about conflict of interest
Validations – I have begun to take too much control of the process	. . . need to develop ways of the peer groups becoming more engaged	DA4.13 J	Encourage participation in the validations, with collaborative support.
My emerging confidence with applying ethical theory in class	. . . but students do not appear to be able to match this in class	DA4.14 P	Exercises to encourage application a deeper cognitive engagement with the ethical theory
Awareness that I am becoming more political in my views in class	. . . need to be objective and 'unbiased'	DA4.15 P	Discuss subjective and objective viewpoints in class.
The 'opening-up' of the lectures to debate is positive in terms of students engagement	. . . not enough time to cover the syllabus and methodological input	DA4.16 A	Need to consider ways of delivering content in different forms
Last three weeks attendance is poor	. . . guidance is essential at this stage	DA4.17 P	Need to offer more flexible approaches to guidance (VLE Blackboard ?)
Hesitant and under-confident in sharing my work with academic audiences	. . . the response when I do share my work is always positive	DA4.18 J	I should not be so concerned about exposing my 'integrity' to critique, and that it is the research that is being judged.
Undertaking critical self-reflection of my practice very challenging	. . .still asking the students to do the same, and may be inappropriate for undergraduate study	DA4.19 P	Reflection within their projects needs to be a balance between values and context
Becoming more detached from the action research community	. . .still pursuing action research for the PhD	DA4.20 J	Need to keep engaged with the action research epistemology
After Round 3 still adopting the same approach to the unit	. . .failing to question other approaches to teaching ethics	DA4.21 P	Need to keep up with best practice and not become to complacent with the approach
Protecting 'ethics' as my domain within the teaching team	. . . colleagues happy for me to do so	DA4.22 P	Need to consider how to share and integrate ethics and questions of integrity throughout the syllabus

Appendix 19 – My summary of key responses from students in **Part 1** of the Integrity Questionnaire after Round 2 (Cycle 2).

Summary of key responses from students in Part 1 of the questionnaire:
1. Generally the students did <u>not</u> consider that their <u>values had changed as a result of studying ethics</u> , however what had changed was their new “awareness” about the importance of ethics, that “my ethical issues are mine and not automatically everyone else’s”. Others spoke of: a new “understanding of other people and their values”; of the importance of ethics in the workplace; others showed a recognition “that I tend to have a positive action”; one student identified that although they had not changed their values, what had changed was the “way of applying them and putting them into practice”.
2. <u>On a personal level, students considered that studying ethics has made them:</u> “more reflective. More consideration to the ‘problems’ of other people”; “More concerned, because I think (that) I am a person (who is) very ethical”; some students equated the personal level to their future role as managers “it is a different way of approaching business management”; “it has shown me the importance of being an ethical manager”; “it has made me think more about my actions as a manager”.
3. <u>The aspects that students found most difficult about the learning was:</u> “theories” and “applying theories: stakeholder theory is one of the most difficult theories”; “the time of one semester is not enough for such subjects”; “Ethics is a personal interpretation and not all people has the same concepts about it, so you can’t generalise as much as you do in other subjects”; “The validation session and researching my own action and disregarding other peoples’ opinions to find out how I feel about it”.
4. <u>In response to the question about what motivates them to be ethical</u> , the responses were as follows: “The Golden Rule has stick in my mind”; “The Validation process”; “to do the right thing, whilst being fair. . .with oneself and others”; “Nothing special. I’ve been educated in that way that you have to do things correctly”; “My personality, I’ve been educated to do all right for others”; and “caring about the environment and people . . . e.g. treating all equally”.
5. <u>In undertaking their research they claimed they were ethical</u> by: “obtaining views of others, and in explaining the projects to respondents”; “I moved from a very strong point that was mine, to seeing from other stakeholders’ points of view”; “being confidential when writing up the project”; “In having a positive attitude”; “I respected the others’ position”; “I tried to present my values so that I could be judged concerning my ethical position”; “It was hard to admit that I had broken the Golden Rule. I had to be honest though . . . “
6. <u>In relation to participating in others’ research:</u> the focus groups were important; also “. . .contributing to make their decisions more ethical”; “Interesting, but sometimes we did not have enough information”; “I’m happy to help in others’ research. . . as I know the importance of this help”; “Opened my mind towards areas I never considered to be an ethical area”.
7. <u>In response to the ways in which they consider that learning ethics made them ethical:</u> “Now more likely to see an ethical problem”; “Opens one’s mind towards others views and why these views are important to them”; “It makes you feel more committed towards the ethics”; “Learning ethics does not make anyone ethical, only you could be more concerned about how important they are, and their consequences”; “we get the knowledge and apply it. It is up to everyone how to apply it”.
8. <u>In response to whether they considered the approach to learning was successful or unsuccessful</u> - All stated that it was successful: “...successful, but also hard as people need to be honest about their beliefs”; “Very successful. After my project, I have realised the importance of being ethical in a management position”; “...you learn more by investigating yourself”; “...however the need for more time for the investigation is of concern”.

Appendix 20 - Summary of key responses from students in **Part 2** of the Integrity Questionnaire.

Summary of key responses from students in Part 2 of the questionnaire:
In response to writing a short summary about <u>what they consider ethical integrity to be</u> (using examples of characteristics of people significant to them) the following views were raised:
“My Dad, who has always taught us to act in a reasonable way”; “Teachers have also demonstrated to have integrity . . . friends. . don’t possess much integrity”.
“It depends on the environment; “I think that it is part of our personality”;
“The ends do not justify the means”.
“Integrity for me means being honest, sincere, trustful, correct, predictable, wise and also to defend your values, but respecting the others’ values as well”.
“I consider ethical integrity to be the source of knowing what is right or wrong . . . to be fair . . . equal opportunities for all”.
“Ideally an ethical integrity would be total trustworthiness, combined with respect, sense of order and logic and concern for others. In real life however, due to many reasons, mainly competition, all of the above mentioned <u>qualities</u> do not come together”.
“Treating others as you would wish to be treated, this being respect for others. Always show integrity by treating all in a team with the same rules”.
“An ethical person is someone who is honest, does what they say they will do, trustworthy, thinks of the best solutions for everyone, not just what will benefit them”.

Appendix 21 - Dilemma Analysis (DA5) - Analysis of Integrity Questionnaire responses (Part 1 – 11 respondents) Round 2 (Cycle 2)

Codes: A – Ambiguities; J – Judgements; P – Problems.

On the one hand	But on the other	Code	Meaning and action ?
In questions 1&2 four of the students focused on the importance of studying ethics in the context of management, “It has meant a ‘new’ or ‘different’ way of approaching business management”; “It has made me think more about my actions, and how I will be as a manager”; “It has increased my knowledge and understanding of ethics, an increased awareness, and highlighted the difficulties faced to managers in the Tourism Industry”; “It allowed me to be able to recognise situations or behaviour that may disrupt efficient productivity in the workplace. Having a better understanding of ethical problems, and how to resolve them”.The remainder, responded on a more personal level: “ . . a greater awareness of the way I interact with others. It has got me to think about my own ethical viewpoint as well as others”.; “I am now concerned to think in an ethical way”; “I’m more reflective, with more consideration of the problems of others, and asking why there is so much unethical behaviour”.”	DA5.01 J	Both sides are talking of improvement of understanding, but the latter are relating their understanding to becoming an ethical being, a commitment to the integrity of the self in relation to the ethics and others; as opposed to the former, taking on the role of ethical agent in the role as manager, adopting more of an objective and professional approach.
Key points to emerge from question 2 when asked about the difficulties they encountered when studying ethics were: “Action research was challenging. I had problems in the level of control the researcher is given”; some encountered problems in “placing myself at the centre of the research and critically analysing my value position”; “The validation session and researching my own actions and disregarding other peoples’ opinions, to find how I think about it”. Many identified the problem of applying ethical theory in the context of their work.Others considered that the learning was not difficult, but the short timescale during the semester was an issue.	DA5.02 J	The difficulties and challenges of the learning seems to complement and worked in parallel with an in-depth engagement with the learning in restricted circumstances.
When asked, ‘what motivates you to be ethical ?’ (Q4) virtually all talked about ‘others’ with a strong sense of the reciprocal nature of their ethics. “I need to be fair with myself and others”; Three specifically described the principle of the Golden Rule of Ethics, “The Golden Rule has stuck in my mind i.e. how would I feel? It helps me review the things that I do”.	Two Spanish exchange students mentioned that their motivation was as a result of their education: “My personality. I’ve been educated to do things right for others. My mind would never support to be unethical or unfair with people”; and “It’s nothing special. I’ve been educated that way, in the way that you have to do things correctly, how it should be done and now I try to do it”.	DA5.03 J	This raises the question about whether their engagement with morals and ethics has been learnt through their recent studies, or whether the values that have been ingrained earlier in their formative development from the overriding influence in their judgements. The former seems to be a voiced commitment towards others, whereas the latter is an instinctive duty and obligation.

Appendix 21 (contd) - Dilemma Analysis (DA5) - Analysis of Integrity Questionnaire responses
(Part 1 – 11 respondents) Round 2 (Cycle 2)

Codes: A – Ambiguities; J – Judgements; P – Problems.

On the one hand	But on the other	Code	Meaning and action ?
When asked in question 8, about how they were ethical in their project work, most would justify their ethics in terms of respect for others, “protecting participants confidentiality” and trying to do the right thing. This could be interpreted as a way of protecting the integrity of others.	- some contradictions were mentioned “It was hard to admit that I would break the Golden Rule as the outcome of my research has shown. I had to be honest though”; “I moved from a strong standpoint that was mine, to see it from other stakeholders’ points of view”.	DA5.04 J	Integrity is in balancing self in relation to others, of protecting others, recognising the inner contradictions in this context, but also seeing the ethics from others perspectives.
In question 6, when participating in ‘others research’ responses included: “It opened my mind towards areas I never considered to be an ethical area. It was very interesting to discuss with others and have to relate your own point”; “I was glad and honoured”; “I enjoyed the experience”; and “It was important for me to understand what others considered ethical and how they approached their concern”.	... at times students said that they “did not have enough information”.	DA5.05 P	An affective approach evident in judging self against the perception and values of others. Making judgements and learning from others in a collaborative way. Is important. However, this was based on limited information.
When asked in question 7, ‘in what ways do you consider that learning ethics makes you ethical (if at all) ?’, views were expressed in terms of “It makes me feel more committed towards the ethics”; “It creates awareness and opens one’s mind towards other views and why these views are important to them”; “It increases awareness of fundamental psychology and philosophy of decision-making and actions for both personal and professional circumstances”; “It surely made me think what is right and wrong, or ethical”. other students responded: “You don’t need to study ethics to be ethical, but it helps because it gives you another perspective”; “Learning ethics does not make you ethical, but you could be more concerned about how important it is, and the consequences”; “It doesn’t necessarily make you more ethical. We get the knowledge, learn to apply it, but it is then up to the individual”; “I don’t think that it makes you more ethical, but I think that it makes people think of their values and reasons behind certain actions”.	DA5.06 P	The notion of commitment seems to be important within the process, but when rationalising the learning on a cognitive level, the students consistently said that it did not make you more ethical.
In question 8, many saw this approach to learning as very successful, : “. . as you learn by investigating yourself, and not by just studying some notes for an exam”; “After my project, I have realised the importance of being ethical in a management position”; “In forcing the researcher to foremost consider their own values and beliefs, the approach almost insists upon an ethical approach”.; “. . because it engages the attention and raises many questions which is important in the learning.	- problems occurred in terms of adopting the ‘new’ approach to action research; “hard to grasp all the concepts and often difficult to follow in practice”; “Successful, but also hard as people had to be very honest about their beliefs”.	DA5.07 J	The action research approach was challenging, but the results and consequences of their engagement with the process was beneficial on a personal and professional level.

Appendix 22 - Review of my ethical responsibilities in line with key guidelines by the BSA_

Review of my ethical responsibilities in line with key guidelines set by the BSA ‘**Statement of Ethical Practice for the British Sociological Association**’ (2002)

The statement offers a comprehensive overview of the responsibilities of a professional researcher, particularly with reference to the following areas for consideration:

- Taking **responsibility** for your own research, and helping educate themselves and others to behave ethically, and to maintain the integrity of sociological inquiry as a discipline.
- To make **choices** on the basis of principles and values and recognition of **conflicts of interest**.
- The **recognition of potential dilemmas** which arise out of **competing obligations**.
- That the ethics needs **active discussion** and requires **deliberation**.
- That there should be proper **safeguarding of the interests** of those involved in the research.

1. “ . . taking responsibility for their own ethical practice”. . . . “to help educate themselves and their colleagues to behave ethically”.

2. “ . . to make choices on the basis of principles and values, and the (often conflicting) interests of those involved”.

3. Recognition of “ . . ethical, and sometimes legal, dilemmas which arise out of competing obligations and conflicts of interest”.

4. “ . . . potential problems and conflicts of interest . . . Departure from the principles should be the result of ”

5. Research as contribution to well-being of society. ‘ Members should strive to maintain the integrity of sociological inquiry as a discipline.

6. “responsibility both to safeguard the proper interest of those involves.

Integrity - maintaining the whole

Environment of
change

